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ABSTRACT

This publication reports on the Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, which was held by UNESCO in Tokyo May 26-31, 1975. Purpose of the meeting was to review the progress of the Asian Programme of Educational Innovation for Development (APEID) since the 1974 meeting in Bangkok, and to examine the planned APEID program for the coming year. Major sections of the report briefly examine recent trends in educational development in Asia, review the progress of APEID since the Bangkok meeting, and present reports of the APEID working groups on Educational Management and Curriculum Development. The appendix contains a progress report on APEID from January 1974-May 1975 and separate progress reports on the selected APEID program areas of Educational Management and Curriculum Development. Also included is a copy of the Tokyo meeting's agenda, a list of meeting participants, and copies of the inaugural addresses presented at the meeting. (JG)

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Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development

Tokyo, 26-31 May 1975

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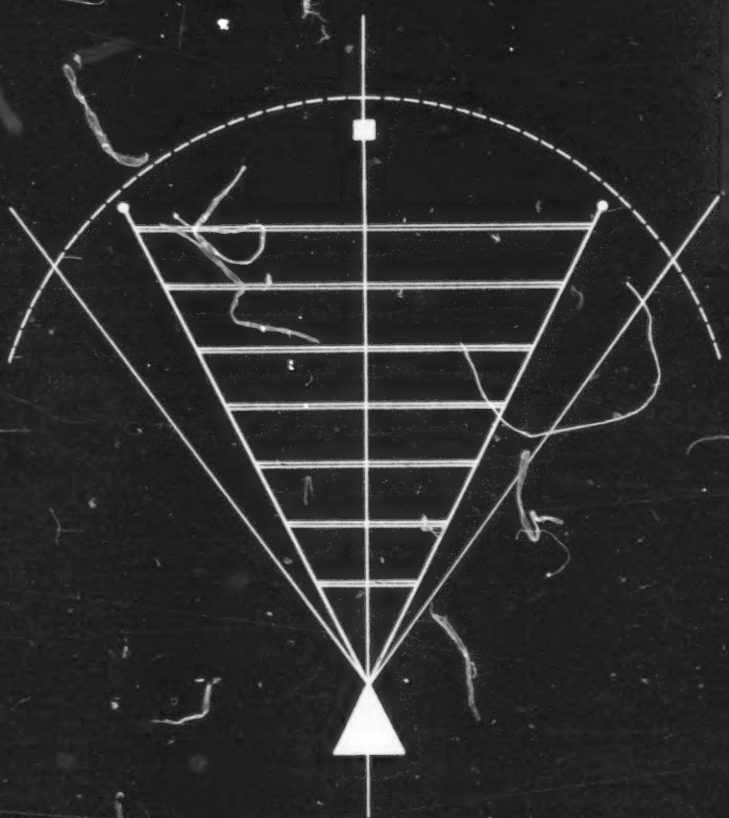

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The contents of this publication represent the views of the participants in the Meeting and do not necessarily coincide with the official position of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

The Asian Programme of Educational Innovation for Development is annually reviewed by high-ranking officials from the participating Member States in Asia who meet in their personal capacities at the invitation of Unesco.

The first annual review was made by a meeting convened at Bangkok on 25 February - 4 March 1974. The present Meeting, the second in the series, was held at Tokyo on 26-31 May 1975 to review the progress of the Asian Programme since the preceding meeting and to examine the work programme for the coming year. The review was made by the Meeting in the context of the emerging trends in the development of education in Asia and the conclusions are recorded in this Report.

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OFFICERS OF THE MEETING

Chairman

Mr. Hiroshi Kida

Vice-Chairmen

Mr. K.N. Channa

Dr. P. Udagama

Dr. Narciso Albarracin

Mr. Kwan Sai Kheong

Rapporteurs

Tan Sri Hamdan bin Sheikh Tahir

Dr. A.F. Siddiq

Secretaries

Dr. A. Latif

Mr. E. Prabhakar

I. INTRODUCTION

Background

1. The Asian Programme of Educational Innovation for Development (APEID), as a co-operative programme of the Member States in Asia, provides for an annual review of its activities and progress by high-ranking officials from the participating Member States. The present Regional Consultation Meeting is the second review meeting. (The first in the series, the Regional Experts Meeting on APEID, took place at Bangkok from 25 February to 4 March 1974). Convened at the invitation of Unesco, it was held at the National Training Institute for Social Education in Tokyo from 26 to 31 May 1975, with the Japanese National Commission for Co-operation with Unesco acting as generous host. (List of Participants in Annex I)

2. The Meeting was invited to review the progress of the Asian Programme of Educational Innovation for Development and examine the work programme proposed for 1975-1976. (Agenda in Annex II)

3. H.E. Dr. M. Nagai, Minister of Education, Government of Japan addressed the participants in the inaugural session in a speech which set the tone for the deliberations of the Meeting. The concept of development, he pointed out, is now being profoundly re-examined. Does the growth of GNP mean development? Or should we not think also of quality of life? And that may not necessarily be related to GNP. Looking at education, is it only a means to political and economic development or is it something more than that? He stressed that development must be promoted on the basis of two principles: self-help and international co-operation. These have been the bases of development throughout history. In education, development has been associated with the universal provision of learning opportunities. But education must not be confused with schooling. It is more than that: it is a life-long pursuit.

International co-operation, he stressed, is a two-way traffic: giving and receiving on both sides. It is a relationship on equal footing, of reciprocity and of mutual respect. (Full text of the address is in Annex III)

After an address of welcome by Dr. M. Hiratsuka, Chairman, Japanese National Commission for Co-operation with Unesco, Mr. L. Fernig, Assistant Director-General of Unesco for Education, inaugurated the Meeting and conveyed to it a message of good wishes from the Director-General of Unesco.

The special characteristic of the Asian Programme of Educational Innovation for Development, Mr. Fernig pointed out, lies in the fact that it has responded to reality and to the needs felt in the Asian countries. Then, there

is the innovatory idea of a network of national centres for developing and maintaining regional or international co-operative activities and exchange of experiences. Unesco is deeply interested in this Programme in its own terms as well as for the degree of attention it is drawing in other parts of the world. All this, he said, does place upon the members of the present Meeting certain responsibility; that is, they are answerable not only within the region and in their own countries but also to the world community of educationists. (Full text of the address in Annex III)

4. At the first plenary session, the Meeting unanimously elected Mr. Hiroshi Kida (Japan) as Chairman; Dr. Narciso Albarracin (Philippines), Mr. K.N. Channa (India), Mr. Kwan Sai Kheong (Singapore) and Dr. P. Udagama (Sri Lanka) as Vice-Chairman; and Tan Sri Hamdan bin Sheikh Tahir (Malaysia) and Dr. A.F. Siddiq (Afghanistan) as Rapporteurs.

5. In the plenary sessions, the Meeting received reports on the trends in educational development in the participating Member States; considered reports on the activities of APEID and of the National Development Groups for Educational Innovation; and examined the work programme proposed for 1975-1976. It then constituted two Working Groups to examine in greater depth activities in two programme areas: Educational Management and Curriculum Development. The reports of the Working Groups as adopted by the plenary session form part of this Report.

6. In the concluding plenary session, the Meeting discussed the timing and duration of the next consultation meeting. It suggested that the next meeting should be convened in mid-January 1976 as this timing would be helpful to the participating Member States in scheduling their inputs, and that it should not be less than five or six days' duration. The composition of the meeting should be such as to ensure a degree of continuity from one year to another. The Meeting expressed the hope that UNDP would be able to participate in the next meeting and make it a tripartite review of APEID.

7. In the closing session on 31 May 1975, the Meeting placed on record its gratitude to the Ministry of Education, Government of Japan, and the Japanese National Commission for Unesco for the host facilities provided to the Meeting, and to Unesco for convening it.

II. PROCEEDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. RECENT TRENDS IN EDUCATIONAL DEVELOPMENT IN ASIA

The Country Reports presented by the participants provided an overall view of recent trends in their educational systems. The common feature in these presentations is a heightened awareness at the national level of the urgent need for changes in education. These changes are compelled by new political, economic and cultural factors.

Many participants spoke of educational changes in their countries in terms of comprehensive reforms. In Afghanistan, for instance, the new Republican Government has recently approved the Education Reform; it has set up a Supreme Council for Education and established policy guidelines and the aims and objectives of education. Again, in Japan, a report was submitted to the Minister of Education in 1971 by the Central Council of Education, delineating the Third Educational Reform, following the First in the early years of the Meiji Era and the Second in the years after the Second World War. Educational reforms in Sri Lanka in 1972 have as their objectives to expand education, to reduce drop-outs, to equalize educational opportunity, to provide comprehensive general education and to introduce pre-vocational studies. In Thailand, a major reform of education has recently been proposed by a National Committee, which envisages decentralization of educational administration as well as of curriculum development. In the Philippines, an extensive reorganization of the administrative structure is currently underway. In Bangladesh also, major reforms in education proposed by the National Education Commission, and accepted by the Government, are already underway: they envisage curricular changes, vocationalization of secondary education, universalizing educational opportunities, and extensive reorganization of educational administration. In Nepal, a comprehensive reform of education has been initiated which aims, inter alia, at making primary education free and introducing pre-vocational education at lower secondary and vocational education at the secondary level.

The participants also spoke of educational changes taking place in their countries in terms of expansion and improvement in quality, usually in the context of national development plans. The Fifth Five-Year Plan (1974-1979) in India has adopted the integration of formal and non-formal education, an integrated child development programme, a new strategy for solving the problems of drop-outs, the promotion of youth centres, and the use of modern educational techniques. In Indonesia, in the context of the Second Five-Year Development Plan (1974-1979), projects have been designed in priority areas of educational equality, and quality, relevance and efficiency of education.

On similar lines, participants from Iran, Malaysia, Nepal and Singapore presented the major changes taking place in their countries in the form of planned educational programmes and innovative projects.

The presentations of the participants not only gave the scope and scale of educational changes in the Asian countries, but also highlighted some of the problem areas which the countries in the region have in common.

The structure of the formal education system is being re-examined and structural changes are being introduced. For example, in Afghanistan, primary education has been extended from 6 years to 8 years; in Sri Lanka, pre-vocational studies have been introduced into the common curriculum of the four-year middle school; in Singapore, the primary cycle is changed from 6 to 7 years.

The quality of education in the schools is also causing widespread concern and many Asian countries have introduced programmes and innovative projects in this area. The National Institute for Educational Research (NIER) in Japan is conducting basic and practical research and its research findings are utilized for the improvement of the quality of education. In Malaysia, a special project for the improvement of science and mathematics teaching in primary schools has been in operation since 1968. A pilot project has been set up since 1971 covering eight locations in Indonesia to develop a modular instructional system.

A third problem area in the schools, to which reference was made by several speakers, is the rigid form of examinations. Here, considerable innovative work is underway in Malaysia in test development and objectivization of examinations.

Non-formal education is being seriously explored in some countries. Two aspects were particularly emphasized both during the presentation of country reports and the discussions that followed. The first was a need to expand educational opportunities to the large and, in many countries, growing numbers of people of school-going age who are out of school. The other aspect was to find solutions to the problem of school drop-outs. The University of Revolution programme in Iran aims at mobilizing the youth who, on completion of secondary school, have not been successful in obtaining entrance to a university, for providing teaching services and extending education to remote areas. In the Fifth Five-Year Plan, India has adopted a new educational strategy to reach out-of-school youth and drop-outs by integrating the formal and non-formal sectors of education and by establishing "part-time" classes and a multiple entry system. A further instance of the integration of formal and non-formal education was cited by the Director of SEAMES: it is the In-School - Out-of-School (ISOS) project. This project is an experiment, on the one hand, in extending the teaching resources and, on the other hand, in making community service a part of the educational programme. The time-table is so organized that half the number of pupils in a class of eighty is engaged in community service while the other half is at study.

The major concern underlying the educational changes in Asia is undoubtedly to make education functional, i.e. relevant to the social, economic and cultural needs of the society and also relevant to the individual's needs, environment and aspirations. This major concern is reflected in three trends: first, to link learning with work (through work education programmes, pre-occupational studies, vocationalizing, etc.) and to integrate formal and non-formal modes of education; second, to link education with the process of development notably rural transformation; and third, to increase education's contribution to individual's well-being through programmes in health and nutrition.

B. PROGRESS REVIEW OF APEID

The Meeting reviewed the Progress Report of APEID during the period January 1974 to May 1975 and of the National Development Groups for Educational Innovation (NDGs) since their establishment in the countries participating in the Programme.

APEID became operational in March 1974 when its work plans were established by the first Regional Experts Meeting held in Bangkok from 25 February to 4 March 1974.

1. National Development Groups (NDGs)

The seventeen participating Member States had all established National Development Groups by February 1975. This was most encouraging and exceeded earlier anticipation by a big margin.

As and when ACEID was informed of the setting up of a National Development Group, a token assistance was offered for preparing, through national institutions or scholars, national inventories of educational innovations and for holding national seminars. The seminars were to be organized either in connection with the compilation of inventories or for reflection on, and wide-scale dissemination of, the innovative projects covered by such inventories. In response, as of May 1975, 14 NDGs had expressed their interest in national inventories and 13 in organizing national seminars. The inventories are underway in 12 Member States, and a national seminar has already been organized in one country. The Meeting noted that the NDGs had attached high priority to this project, devised their own designs for the inventories and evolved their own procedures for completing the task: some have undertaken the work themselves, while others have entrusted it to one or more leading national centres of research and development.

The reports presented to the Meeting by ACEID and by the participants showed that in most countries, NDGs had emerged as potent mechanisms for stimulating national effort and promoting regional co-operation in the context of APEID.

During the period under report, NDGs have advised ACEID on the selection of appropriate projects for case studies and the nomination of participants to the development meetings held by APEID, and have introduced new national centres and projects for association with ACEID. Some of them have been active in developing plans for the promotion of innovations and in ensuring co-ordination among the activities of institutions engaged in educational innovation. Several NDGs reported on their activities aimed at the identification of problems which hampered innovations and the specification of objectives for the innovative efforts in education in their countries.

The Meeting was impressed by the fact that in several cases, the NDGs were able to secure funds from national sources or under country programmes, in order to supplement the token amounts provided by ACEID for inventorying projects. In some cases reported at the Meeting, such additions amounted to four or five times the assistance provided under APEID.

The Meeting endorsed the recommendation of the Technical Working Group convened by ACEID at New Delhi,[1] that NDGs should organize in-country training programmes, with the help of national experts, for the orientation of trainees before they are deputed to sub-regional training workshops. The participants in sub-regional training workshops from different countries should be able to continue their intercountry contacts through correspondence on completion of the workshops so that those who are engaged in innovative programmes may benefit from each other's experiences on a continuing basis.

The Meeting observed that since the NDGs have emerged as the kingpin of APEID, this institutional mechanism should be increasingly involved in reviewing the outcomes of APEID activities, both in their contribution to the stimulation of national efforts and in promoting mutual help among the Member States.

Additionally, it was recommended that:

i) NDGs should be supplied sufficient copies of ACEID Newsletters and other publications so that they can distribute them to all the centres of innovation in the Member States;

ii) NDGs should publish their own Newsletters in national languages;

iii) NDGs should promote the translation of inventories and case studies, produced under APEID, in their national languages, and encourage the trend, already evident in some countries, for publishing in national languages abstracts of studies of innovation originally produced in English and/or French.

Another important new role recommended for the NDGs was to continuously review and evaluate activities undertaken by the concerned Member States, under APEID, with particular reference to:

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1. Technical Working Group Meeting on the Management of Educational Innovations: New Delhi, 17-26 March 1975.

i) The identification of national resources used in connection with the implementation, or follow-up, of APEID projects;

ii) The review of outcomes of APEID activities in terms of their support to the building up of the national capacity for innovative action, particularly indicating the influence of developments in other participating Member States on the national programmes of the concerned NDG's country and of developments in that country on innovative endeavours in other countries;

iii) The effectiveness of ACEID as a catalytic agent in promoting inter-country exchange of experiences and co-operative inter-country projects.

2. Programme Activities

The Meeting reviewed the activities of APEID, keeping in view the country reports. It was observed that basic functional education has clearly emerged as a central focus of reform in the participating Member States and in APEID with emphasis on health and nutrition rural transformation and skill development. The Meeting endorsed this primary thrust of the programme during its first cycle. Furthermore, it was noted that the various activities scheduled for 1974 and 1975 (in curriculum development, in teacher education and in educational technology) were being focused on some of the dominant concerns of national authorities for equalizing educational opportunities and for making education relevant to development.

Reviewing APEID activities for promoting the exchange of experiences and development of personnel, the Meeting observed that:

i) The new approach to the organization of mobile training team operations in curriculum development for Afghanistan marked an important advance in operationalization of the concept of technical co-operation among Member States, as distinct from that of traditional forms of technical assistance, and should, if found effective, be followed in task force operations in all programme areas;

ii) The programme of inter-project exchanges, under which several Member States have already acted as both hosts and guests, should be expanded. Noting that the Member States have generally offered facilities of attachment during 1974 and 1975, and that such projects are regarded as extremely beneficial both for the visiting specialists and the visited institutions, the Member States should, besides making contributions in kind, consider establishing funds from national resources and from country programmes, to expand such exchanges.

iii) The case studies on curriculum centres, which are under preparation, are important contributions to implementing several APEID projects, including training workshops and information development and diffusion.

iv) The use of expertise from other sources, which otherwise may not be available in the Associated Centres, is a pattern which should be followed in the future. Similarly, other agencies (notably ILO, FAO, WHO and UNICEF) and experts from institutions from outside the region, should continue to be invited to participate in Development Meetings.

v) The Meeting observed that ACEID is charged with an important role of "filling gaps". This would entail, among other things, the use of expertise and resources of appropriate research and other suitable institutions for problem-focused studies aimed at enhancing the appreciation of the processes of innovation, the development of new operational and evaluative techniques and the identification of growth points.

The participants assured the Meeting of their countries' eager support to the Asian Programme, and urged that the tempo which has been generated in the Programme should be maintained and further enhanced both within the Member States and in the agencies supporting the Programme. They further recommended that the Programme should increasingly involve the participation of teachers and teachers' organizations, and of youth and local leadership.

The Meeting also recommended that since community support is essential for the successful realization of an innovative project, APEID should, even at the risk of further expanding its present broad areas of concern, add a project on communication and seek the collaboration of appropriate agencies like the Asian Centre of Research and Development in Communication.

The Meeting took note with appreciation of the Calendar and Directory of Activities, and suggested that it should be kept up-to-date and that the centres which had not so far supplied information in the appropriate format should be approached to provide it.

The Meeting noted that the information services of ACEID would be linked with the International Education Reporting Service at IBE (Geneva) and recommended that this important linkage should be further strengthened.

The Meeting placed on record its grateful appreciation to Unesco and UNDP for their support, to the Government of Japan for its most generous cash and other contributions to APEID, and to the other Member States for their contributions of cash and of services in kind.

The Meeting was gratified to note that APEID had acquired to its credit substantial achievements within about a year of its being operational; it complimented the Member States on their response, and Unesco for its catalytic role and its commitment to the special characteristics of APEID as a mechanism of regional co-operation.

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The Meeting was glad to learn that formal links will be established between Unesco and SEAMEO by means of an agreement and that this would ensure continuing effective association between SEAMEO and ACEID. It was also noted that even before the formal agreement now proposed to be concluded, SEAMEO and APEID have worked closely together particularly in development of their projects. This had ensured that there was complementarity but no duplication of efforts in the activities of the two Organizations.

In regard to the format of the Progress Report on APEID, the Meeting thought that it was well presented - brief, to the point and free of jargon. It recommended that ACEID should design, and supply NDGs with, a format for their use in preparing their reviews on APEID activities which would be incorporated in the future progress reports on APEID. As the activities expand, it would also be useful if the future reports identified clearly the national inputs to these activities and also the specific ways in which the catalytic function of ACEID has been discharged.

3. Activities scheduled for 1975-1976

The Meeting noted that in spite of some initial delay, the Programme is now in full swing and that its first phase would be implemented according to the schedule as originally envisaged.

The programme activities scheduled for 1975-1976 were approved with the following modifications:

i) The case studies series under ACEID/4 should also include (a) health and nutrition, (b) skill development.

ii) Changes recommended by the two Working Groups, after in-depth studies of the programme areas of Educational Management and Curriculum Development, should be incorporated in the work plans.

Since innovation is a dynamic process, any programme related to innovation must have flexibility to respond to changing circumstances. The Meeting noted that even in the first year of APEID operation, adjustment in modalities of action and even programme emphasis had to be made; it observed that this is the spirit in which the Asian Programme should be implemented in the future also, taking account of the feedback received from NDGs and the experiences gained during the course of implementation of activities.

4. Association of additional centres in APEID network

The Meeting had before it a report on the action taken by Unesco on the recommendations of the earlier meeting (Regional Experts Meeting, 25 February - 4 March 1974) for associating national centres in APEID network. So far 29 national centres and institutions have been associated. New offers of 12 national centres and projects have been received from the Governments of

three Member States. The Meeting suggested that these new offers, as well as those that may be received later on, may be considered by ACEID in consultation with the Governments concerned through an identification mission and in accordance with the procedure that has been evolved.

Some of the participants stated that as the activities of APEID unfold, they find that there are other centres and projects in their countries which can make a useful contribution to APEID network and also benefit from association with it. Then, apart from national centres, there are some regional/sub-regional centres which may be of special interest to APEID.

The Meeting recalled the recommendation of the earlier Regional Experts Meeting that all participating Member Governments are free to offer centres or projects from time to time. This applied equally to regional/sub-regional centres established or supported by the participating Governments.

The Meeting noted with approval the procedure now adopted of including in an identification mission a nominee of the Government concerned, and stressed that only those national centres or projects are to be associated in the network which are offered by the Member Government concerned. The offered centre may however be a government or a "private" institution. It was also suggested that in determining association to APEID, the identification mission may study in particular what "shareable" experiences and programmes a national centre has, and in which activities of APEID it can usefully participate.

Clearly, the APEID network is expanding rapidly, perhaps much faster than was earlier anticipated. This expansion is undoubtedly a measure of the participating Governments' interest in and commitment to the objectives of APEID. In a region as vast as Asia is and with the fast growing national initiatives in educational development, the number of national centres and institutions will continue to grow. The Meeting therefore suggested that ACEID should study how the concept of "concentric sub-networks" may be progressively applied in order to promote direct inter-centre communication and participation.

C. EXAMINATION OF TWO PROGRAMME AREAS

In order to facilitate the detailed examination of two Programme Areas (Educational Management and Curriculum Development), the Meeting discussed the following guidelines which the Working Groups were invited to take into consideration:

Governing objectives : Educational innovation for development ;
Co-operative action to strengthen national capacities.

i) What is the major thrust in the proposed work plans in a programme area, and how does it serve the above governing objectives ?

ii) Are methods of work that are adopted or proposed in line with the needs, and are they effective ? What would be a good "mix" of these methods in a project activity ? The methods of work being used for the implementation of APEID are the following :

Methods of work : a) Personnel development and training :
- mobile team operation,
- in-country training preparation using national resources
- group training (sub-regional),
- operational seminars,
- internships.

b) Co-operative development of materials :
- new curriculum models,
- corresponding curricula models for teachers,
- preparation of exemplar prototypes.

c) Information development and diffusion :
- inventories,
- case studies,
- synthesis of information and dissemination,
- diffusion of information in the Member States.

The conclusions and recommendations of the two Working Groups, as approved by the Meeting, are given below.

1. Report of the Working Group on Management in the context of Educational Innovation

The Group discussed the guidelines given in the plenary on the governing objectives, the main thrust, and the methods of work of APEID. While accepting the points made in these guidelines as faithfully reflecting the Asian Programme as it has evolved during the last two years, the Group emphasized the following seven points for the future direction of activities.

1. Strategies of development are changing even as the very notion of development is evolving, as pointed out by the Minister of Education of Japan in his inaugural address to this Regional Consultative Meeting. These changes have implications for education, and should be reflected in APEID not by drastic alterations in the programme which is already being implemented but rather by shifts in the emphasis given to its various activities.
2. Case studies should be undertaken in depth and should be evaluative, done with care and expertise, rather than just descriptive and highlighting only the positive aspects of a project. It was desirable to compile inventories and surveys first before undertaking case studies, in order to obtain the best selection of cases.
3. The programme area of Management of Educational Innovation of the Asian Programme should clearly distinguish between the micro and the macro approaches. The Group recommended that greater emphasis should be laid on the macro approach than was done in the past.
4. The Group recommended that in order to promote the democratization of education, the involvement of the community in the management of education must be ensured - that is, the parents and other groups inside and outside the field of education and not only the teachers and learners.
5. While the emphasis in this programme area of APEID is on management of educational innovation, the Group pointed out that there was also a need for innovation in educational management. It was observed that management of education is usually conservative and ill adapted to the fast changing conditions of society.
6. Management of educational innovation should cover not only the formal system but also the non-formal area which is of increasing importance in Asia.

7. Communications are an important aspect of educational management; hence greater use should be made of the existing channels. Besides newsletters, existing publications and professional journals, radio networks should be used more extensively.

The Group then examined the current Work Plans of the three projects in the area of Management of Educational Innovation.

Training in Educational Management and Management of Innovations (Project No. EM/1). After a brief explanation of the outcomes of the Technical Working Group Meeting on Management of Educational Innovation held in New Delhi, 17-26 March 1975, Mr. Moegiadi drew a flow diagram of the first Sub-regional Training Programme in the Management of Educational Innovations (proposed to be held in Indonesia) which will bring together sixteen participants from eight Member States. This training programme is planned to be undertaken in three phases: pre-training orientation phase of selected personnel in their own countries, training in a workshop conducted in Jakarta and study visits in Indonesia and possibly Malaysia, and post-training programme in their own countries.

While approving the above activities, the Group made two recommendations. Firstly, a built-in evaluation mechanism should be designed to provide a continuous feedback to both the organizers of and the participants in the programme. This should be followed through with a terminal evaluation, preferably done by persons not directly engaged in this sub-regional training programme, in order to provide a guide for the second and the third sub-regional training programmes in the Management of Educational Innovations planned to be conducted in 1976. Secondly, the field studies should be in-depth analyses of one selected project in Indonesia and one in Malaysia rather than visits spread over many projects.

The Group considered the other two projects, namely Case Studies on Management of Educational Innovations (Project No. EM/2) and Operational Survey of Educational Management Problems and Practices in Member States (Project No. EM/3), as two closely related activities. While approving the Work Plans of these two projects, the Group made two recommendations. Firstly, the Operational Survey will indicate the key areas in the field of management which need to be further examined by in-depth case studies. For this reason, though some case study activities may have to commence simultaneously with survey activities or already may have commenced, the surveys or at least the preliminary analysis of cross-sectional data should be used for the choice of cases which are to be studied in depth. Secondly, case studies should not be descriptive presentations highlighting only certain aspects of a project, but evaluative studies of the crucial problems that hampered the designing and management of innovations and of the ways in which alternative views and solutions were explored and implemented.

2. Report of the Working Group on Curriculum Development

The Group noted that unlike the previous training programmes in Curriculum Development, which aimed at imparting techniques of curriculum development in the abstract, APEID would focus on the substantive content for reorientation of learning (both inside and outside the school) to the goals of socio-economic and cultural development; and that in doing so, it will be building on the experiences and advances which had been described in their country reports by several participants of the Regional Consultation Meeting. The projects and activities under the programme area 'Curriculum Development' should therefore be directed to the sharing of such experiences, to the facilitation and acceleration of such endeavours through development and training workshops and to co-operation in building the capacity of Member States for production of learning units and materials.

The Group recommended that the main thrust of the programme should be basic functional education, with a focus on three areas, namely health and nutrition, rural transformation, and skill development.

The target population envisaged is the total community, including children in school and children and youth out-of-school. The resources of schools, homes, communities and development projects would need to be mobilised, under formal and non-formal educational programmes, for speedy and effective implementation.

The Group underscored the importance of education and training as a pre-requisite for promoting development, and of the involvement of teachers, community leaders, youth and the development agencies in planning, executing, evaluating and redesigning development and training projects. It was emphasized, in this connection, that skills to be covered under basic functional education programmes should be such as are needed in schools, home and community, and can be learned by using facilities and resources of home, community, local government, local development projects, and schools.

For the planning of such a programme, the need for reflection and action at the grass-root level is self-evident, which was not the case in the past when the training programmes in Curriculum Development emphasized 'techniques of curriculum construction' in the abstract, and were based on the unstated assumption of classroom-based instruction in traditional subject areas.

The Group observed that:

i) Special attention should be paid to the education of the community for developing a positive attitude toward work, using appropriate communication channels and techniques.

ii) ACEID should continue to seek the co-operation and collaboration of other UN agencies in supporting regional and national efforts.

Section I. Recommendations on Reorientation and Restructuring of the Three Projects on Curriculum Development

1. Promotion of Co-ordinated and Cyclic Programmes of Curriculum Regeneration in Basic Functional Education directed towards Development

The training and sharing of experiences should be related to health and nutrition, rural transformation and skill development. The evaluation of learners, as well as of institutions and/or projects, should be an essential component of each activity and of the project as a whole.

2. Development of Strategies for Diffusing Curriculum Innovations

This project should cover curriculum in respect of basic functional education. Apart from the case studies and pilot and experimental projects specifically included under the project, the case studies envisaged in the two programme areas 'New Orientations and Structures' and 'Management of Innovations' should also be drawn upon while preparing the handbook on curriculum implementation.

3. Promoting Development of Evaluation Techniques

The aim of the project should be to assist Member States in devising better techniques of evaluating learning outcomes, modalities and systems.

A separate study should be prepared on 'Examination Reform' but it should be a part of the series under ACEID/4.

Section II. Guidelines on Implementation Strategy

In designing the modalities of operation for the implementation of the projects, the utmost care must be taken to insure that:

1) Initiative in establishing objectives, setting priorities and organizing activities would rest with the participating Member States and should be in conformity with their national development goals and aspirations;

2) The three projects are treated as different aspects of a single project so that each activity would, as far as possible, cover all the three elements, that is, project design, implementation, evaluation and review;

3) The curriculum development projects are integrated with other programme areas such as 'Teacher Education', 'Educational Technology' and 'Educational Management'. Co-ordination should be ensured with the activities undertaken by the Member States in collaboration with other agencies such as ILO, WHO, FAO, UNICEF and IBRD, and with inter-governmental organizations such as SEAMEO.

Section III. Review of Activities under Implementation

1. Case Studies of Selected Curriculum Centres in Asia

The Group noted that five centres of curriculum development are being case-studied, and that a synthesis of these studies would be prepared by the end of 1975. These case studies would cover all aspects of the curriculum development programme, that is from the planning and designing of the curricula to the reform of the evaluation and examination systems.

2. Mobile Training Teams in Curriculum Development

The new approach to training, based on the promotion of national leadership and on international collaboration, which is being followed in Afghanistan and Nepal, was endorsed as promising. It was suggested that if the evaluation of the experiences in these two cases was favourable, this approach may be adopted as a major modality for organizing mobile task force operations.

3. Regional Planning Workshop on Teacher Training and Curriculum for Development

The Group noted that jointly with the College of Education, University of the Philippines, ACEID is holding a Regional Planning Workshop on Teacher Education and Curriculum for Development (.9-31 May 1975), to delineate precise modalities of action for producing (i) a training package for the designers of curricula with reference to 'Curriculum for Development', and (ii) a set of modules for selected elements of a core curriculum of teacher education, dealing with pertinent problems and issues of national development relating to health and nutrition, skills training and acceleration of rural development.

4. Sub-Regional Training Programme

It was recommended that the sub-regional training programme should be organized in three consecutive phases, covering (i) group work in the participating Member States based on the analysis of the country's experiences, plans and resources, for generation of new ideas on the strategies; (ii) exchange of experiences and study-cum-observation visits of the projects relevant to the specified three areas of development in Sri Lanka; (iii) continuing exchange of experiences among participants through correspondence between those whose assignments in their respective countries are similar or closely related.

5. Special Workshop - High level Personnel Exchange

The Group approved that a high level workshop, to be organized in 1975 in Pakistan, should have as its objective to provide specialists responsible for designing and introducing curriculum innovation with an opportunity (i) for meeting together for study and exchange of experiences and ideas and (ii) for visiting advanced curriculum projects.

6. Case Studies on Diffusion Strategies on Curriculum Innovation

The Group, noting that the case studies would be initiated in 1975 and completed in 1976, supported the activity subject to modifications as noted in Section I.

7. Studies of Examination System and Pupil Evaluation Techniques

The Group advised that this project be carried out in a modified form, as described under Section I.

8. Inter-Project Exchanges

The Group noted that sharing of experiences is being encouraged under APEID, through inter-project exchange of visits and study as well as by attachments at project sites for learning through participation in on-going activities, and that so far, this activity has been financed entirely through extra-budgetary support and at the specific request of countries and donor agencies.

The Group gave a high priority to this modality of personnel development and observed that both the visiting specialists and the host institutions benefited greatly from each other: the visiting specialists not only gained new experiences but often stimulated in the host institutions and their specialists an interest in studying some of the advanced projects in the countries of the visiting specialists. But, on account of financial constraints, it was not possible to meet the demands for personnel exchanges on a larger scale. Also, not all the Member States participating in the programme have been equally fortunate in securing funds from other agencies or under country programmes for the purpose. The Group was, therefore, strongly of the view that:

i) Member States should make increased use of their own resources and of funds available under country programmes and projects to train their personnel through inter-project exchanges;

ii) Unesco should provide to finance a contingency fund under APEID for inter-project exchanges, and seek contributions from other agencies for that purpose.

9. Regional Seminar on Curriculum Development and Evaluation in Asia

The Group noted that a Regional Seminar on Curriculum Development and Evaluation is likely to be held in Asia from 3 to 10 November 1975.

Section IV. Guidelines on Plans for Future

According to the Work Plans of APEID, most of the projects carried out in 1975 will be repeated in 1976 and 1977. In addition, some other activities would be undertaken, such as specialized on-the-job training, preparation of a

Handbook on Curriculum Implementation, and exemplar materials production. It was noted that inputs of specialized experience from a variety of sources, within the region and also outside the region, will be brought into APEID.

The Group suggested that modifications and improvements in procedures and techniques should be made in the light of the evaluation of experiences and of the suggestions made in the earlier sections of this report.

The Group recommended that ACEID should issue in due course a publication on evaluation techniques, and that sometime in 1976 the achievements as well as the objectives and modalities of the Asian Programme should be subjected to a summative evaluation.

Section V. Review and Assessment Procedures

The Group discussed the general question of how the progress of APEID might be reviewed periodically and the impact of its activities assessed. It was recognized that in the initial phase when the activities are getting underway, the procedures for assessment must necessarily be simple: at this stage, the application of sophisticated techniques might be not only premature but even misleading. As the Programme progressed, more elaborate techniques which are suitable to its nature and its modalities of action would be used for evaluating its impact.

The Group considered that the National Development Groups for Educational Innovation have an important role in assessing the progress of APEID, in the initial phase as well as at later stages. The assessment made by a National Development Group will be valuable as "feedback" and ACEID may arrange to circulate such assessment reports to the NDGs in the participating Member States. It was further suggested that ACEID may send to NDGs a simple questionnaire or set of guidelines to help them in making periodic reviews of APEID activities.

ANNEXES

I. List of Participants

II. Agenda

III. Inaugural Addresses

LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

PARTICIPANTS

Afghanistan	:	Dr. A. F. Siddiq First Deputy Minister of Education Ministry of National Education, Kabul
Bangladesh	:	Mr. Mukammal Haque Secretary Ministry for Education, Scientific and Technological Research and Atomic Energy Government of the People's Republic of Bangladesh Dacca
India / Inde	:	Mr. K. N. Channa Secretary Ministry of Education, New Delhi
Indonesia / Indonesie	:	Mr. Moegiadi Secretary Office of Educational and Cultural Research and Development (BP3K) Ministry of Education, Jakarta
Iran	:	Prof. Ali Reza Mehran Chief Institute for Research and Planning in Science and Education, Teheran
Japan / Japon	:	Mr. Hiroshi Kida Secretary-General Japanese National Commission for Unesco Ministry of Education, Tokyo Dr. Kihei Koizumi Chief Section for Educational Research Workshops in Asia National Institute for Educational Research, Tokyo Mr. Akio Nakajima Deputy Head Educational Innovation Division Elementary and Secondary Education Bureau Ministry of Education, Tokyo

Annex I

Japan / Japon (cont'd / suite)	:	Mr. Shinjo Okuda Deputy Director-General Elementary and Secondary Education Bureau Ministry of Education, Tokyo
		Mr. Masahiko Seki Head Educational and Cultural Affairs Division Bureau of Science and International Affairs Ministry of Education, Tokyo
Malaysia / Malaisie	:	Tan Sri Hamdan bin Sheikh Tahir Director General of Education Chairman, National Development Group Ministry of Education, Kuala Lumpur
Nepal	:	Mr. I.L. Shesthra Joint Secretary of Education Ministry of Education His Majesty's Government of Nepal, Kathmandu
Philippines	:	Dr. Narciso Albarracin Under-Secretary of Education Department of Education and Culture, Manila
Singapore / Singapour	:	Mr. Kwan Sai Kheong Permanent Secretary for Education Chairman, National Development Group Ministry of Education, Singapore
Sri Lanka	:	Dr. P. Udagama Secretary of Education Chairman, National Development Group Ministry of Education, Colombo
Thailand / Thailande	:	Dr. Charoon Vongsayanha Under-Secretary of State for Education Chairman, National Development Group Ministry of Education, Bangkok

OBSERVERS / OBSERVATEURS

ILO	:	Mr. Masaji Ebizuka Director ILO Branch Office, Tokyo, Japan
SEAMES	:	Dr. Vitaliano Bernardino Director SEAMES Bangkok, Thailand

UNESCO SECRETARIAT

Unesco Headquarters, Paris / Siège de l'Unesco, Paris

Mr. L. Fernig
Assistant Director-General for Education

Mr. E. Prabhakar
Programme Specialist
Division of Methods, Materials and Techniques
Department of Curriculum, Structures and
Methods of Education

Mr. A. Deleon
Unesco Senior Adviser on Out-of-School Education
c/o Unesco Chief of Mission
40B Lodhi Estate
New Delhi, India

Unesco Regional Office for Education in Asia, and Asian Centre of Educational Innovation for Development, Bangkok

Bureau régional de l'Unesco pour l'éducation en Asie et Centre asien d'innovation éducative en vue du développement, Bangkok

Mr. Raja Roy Singh, Director

Dr. A. Latif, Chief of ACEID

Mr. P. Cailhau, Translator

Annex II

AGENDA

1. Election of Officers of the Meeting
2. Consideration of Provisional Schedule of Work
3. Review of progress of the Asian Programme of Educational Innovation for Development, including the activities of National Development Groups for Educational Innovation
4. Consideration of the work programme for 1975 and 1976
5. Association of additional Centres
6. Consideration in depth of two Programme Areas, namely:
   i) Educational Management; and
   ii) Curriculum Development
7. Consideration of Draft Report and Adoption
8. Closing of the Meeting

Address by Dr. M. Nagai, Minister of Education,
Government of Japan

On behalf of the Government and also of the people of Japan, I wish first of all to welcome you to this country. It is a great honour for me to give my remarks first on this important meeting related to the Asian Programme of Educational Innovation for Development.

I myself have been in the field of education for years, and in December last year I came to join the cabinet of Mr. Miki. I have been teaching at various universities in the West as well as in the East. In the East, I taught at Hong Kong University and I have had occasion to visit many of the countries of Asia. So when I speak to you today, I really talk to you on the basis of my experience of working together with the people of your countries in various universities and schools; and I'll say from the bottom of my heart that it is very important for all of us to work together.

I think we have come to the stage of thinking that education is very important for development. The word 'development' has been used for years in different countries. We thought that we knew the meaning of it about 20 years ago, but when I think of my country, we are not quite sure as to what 'development' means. So in the case of Japan, we have come to the stage of re-examining the meaning of that concept.

Does the growth of GNP mean development? Does the levelling up of living standards of each person and his per capita mean development? Or do we have to think a little more clearly of the meaning of quality of life that may not be directly related to GNP and per capita development? Another important thing: should not we - that is, all of us over 100 million Japanese here - think more clearly the meaning of co-operation between the Japanese people and the peoples of the world in relation to the meaning of development? These are the problems that we are beginning to think about, and I am afraid nobody so far has given very clear, precise definitions of them. And I suppose the meaning of development is a topic for every nation to work out; but it seems, it is to be defined in relation to socio-economic problems as well as of cultural problems of each country.

When I look at nations of the world, there are now little over 150 nations, of which roughly 50 belong to those that existed at the time of the ending of the Second World War; another 100 were born afterwards. So all the nations are faced with problems that are an accumulation of many other problems that seem to be attributable to the ages of culture and society. And I think Japan is not an exception. In any case, we, all of us, must think and work toward the goal of development defined in relation to socio-economic and cultural development of each nation. So primarily when we think of development, I would think it is very important to pay attention to the political and economic features of it.

Another important feature is undoubtedly education. Some people say education is a means to attain political and economic goals. However, I must say that education seems to have some meaning and role that is beyond just being a means for something else. So how these two features or aspects of education, namely, the means for something else and an end in itself, can be related in each nation is another problem. In any case I would think that to achieve and realize the kind of development that is hoped for by each nation, such development must be promoted on the basis of two principles: one is self-help, another is international co-operation.

In the days Japan embarked upon modernization, in the latter half of the 19th century, of course the first principle was terribly important for Japanese education: self-help. However, when we look at history closely, there is no question that the Japanese were much indebted to foreigners who came to Japan in those days mostly from Europe and America to encourage Japan to develop education.

I must tell you, especially at a conference like this, why we first began to develop our education in the 7th to the 9th centuries. Again the principle was self-help but another was our great debt to teachers coming mainly from Korea, who had accumulated knowledge of Asian cultures: Chinese, Indian and other very important cultures of Asia. So time and again in the history of Japan we relied on two elements: self-help and international co-operation.

So now we meet here in Ueno Park and think about the meaning of self-help for each nation and mutual co-operation for all of us. This is to my mind nothing new: it started in the 7th century in our country and I am sure it started even before Christ in many many lands of the world. So let me tell you what we are trying to do at this moment in Japan.

We still feel today that the most important element in education is compulsory education, that is, primary and secondary education, in spite of the fact that we have a large number of institutions in the field of higher education. Primary education started in 1872 and was only primary education until 1945. However, after the Second World War, thanks to the advice coming from America, we added three more years in our compulsory educational system. So now, we have 9 years of compulsory education. This to our mind still is the core of our educational system.

So we try to increase the income of teachers; we try to re-examine school curricula; we try to examine the activities of primary education in relation to the changes of social education that is embodied in mass media and also various activities in sports and so forth. This is the core and base for all population to receive good education when people are young. We have a Japanese saying: a person of three years of age is at a decisive moment in his life; and I suppose the same is true in most countries. So not only at the age of three, but until about the age of 15 and 16, we think that education shall determine the future of our country. On top of that, now we have higher education: high school, three years senior high, and four years of higher education. A

large number of Japanese are now going on to some kind of institutions of higher education. Nearly two million people are college students and this is a great percentage of college-age population of this country, well over 30.

I am afraid there was this sort of "mushrooming of new institutions" in the decade of 1960, as was characterized by Prof. Hiratsuka. In the decade of educational explosion, I am afraid, some institutions are of better quality, others are not so. So the Ministry of Education is trying its best to improve educational institutions at the level of higher education and also senior secondary education.

One more thing that I would like to add: we now are beginning to think about the meaning of self-continuing lifetime education. This again is not new at all. Since the days of Confucius, Buddha, Socrates, education was to be a part of life; education was to be continuing education. Elsewhere in the world also from olden times, this is the kind of thing we have learnt from Asians as well as from Westerners for centuries. But somehow, we paid more attention to institutionalized education in the years of 1950s; somehow we began to feel that a degree matters more than education itself. I am sure that there is a clear distinction between schooling and education. This must be evident in any nation but those of us who are deeply involved in legal affairs and financial matters in trying to build up institutions, somehow are misled into the belief that schooling may be education. So now, we have come to the stage of rethinking the great and ancient wisdom. So in Japan in the field of social education, we are now having conferences for more discussions and for more activities to redefine the meaning of education. This building where you are meeting belongs to the Bureau of Social Education in the Ministry of Education, and the reason why this is being used is because such a branch of social education is considered to be more and more important in the Ministry of Education as well as in the Diet. So as I stated at the outset, we think that although we pay attention to the most important core of total educational efforts of the country, that is compulsory education, we now look at compulsory education not only as schooling but as something that is a part of social education. But here, I should close what we are doing in Japan by saying that we are beginning to embark upon a new side of educational activities in this country, that is international co-operation.

At the turn of the century, Japan was most interested in our relations with Asia and, at one time, we had about 8,000 students coming from China to Japan. This is a large number from any nation to another nation at one time. And we had a very large number of students from Southeast Asia studying in this country. I must say, however, that at that time the Japanese educational co-operation was somewhat one-way approach, because the Japanese thought of themselves as a nation that was somewhat successful in modernization and industrialization. We thought that we could teach, that we did not have to learn. This was one-sided, and such a teacher could never be successful even in the classroom. In the classroom, the best teachers are the ones who learn from students.

So I must say that the Japanese teacher at that time was not quite successful and the result was very clearly indicated by the defeat of the Japanese at the end of the Second World War. So now, we try to renew ourselves. First we paid attention during the last two decades or a little more, to improvement - self-improvement - within the country. Now we begin to think, and we must think, that we must have a new international approach to education, which should be different from that of earlier days, that is pre-Second World War days. That was one-sided. And it should be different from domestic efforts in which the Japanese were involved in the last two decades.

The kind of thinking that we are engaged in at the moment is really mutual relations, giving and receiving on both sides, on equal footing, not on paper but in reality. This is, we think, very, very important. There are two major principles, reciprocity and equality, and also respect for the independence of every nation, every individual in the co-operative efforts in the field of education. But what do we do? I must say that we have done very little; we are beginning to talk and think, and I hope this would be the beginning of action.

People learn a foreign language, say, English; that is one thing; but people must learn more than English. People must "learn" the mind of other people, which always is more difficult even if you know the foreign language. How can we do this? We do not know. This remains a mystery in the field of education. The only thing we know is that we must somehow explore these depths of mystery. We have to put ourselves in the position of somebody else and think as others do. And this we are trying to teach in primary and secondary education; but at the level of higher education, we also must bring about some change.

One of our efforts is to carry on the message of the late U Thant, once Secretary-General of the United Nations, who passed away in December last year. He stated in 1969 that United Nations was not functioning as well as was anticipated at its inception. So he said the United Nations must be strengthened, and he proposed a United Nations University. This was such a new idea; although there was an agreement at the United Nations General Assembly, nobody knew what kind of shape it would take. The Government of Japan decided in April 1970 that Japan would co-operate with U Thant, U Thant being a great leader from Burma, a country in Asia. Japan, another country in Asia, must echo this great voice coming from Burma. Five years later, we received Mr. Hester from the United States as the new Rector of this University. We all feel that carrying on the message of U Thant is very important. When we look back on the history of mankind, we find that Westerners made many efforts for centuries and Easterners also have made many efforts of various kinds, but now our efforts must somehow be combined to bring about international co-operation not only in Asia but in the world. So the University has started, and its headquarters will be built in one part of Tokyo. Yesterday, some of us, Mr. Kida who is sitting here, and myself, Mr. Hester and Mr. Kato, the Vice-President, all of us talked about as to how to build up the University. I will not

go into the details: all that I must say is that this is not a university which belongs to Japan. This is a university that belongs to mankind. How could we devise it? How could we embody this? This is all up to us, meaning up to mankind including Japan. This, I hope, will become the university of the 21st century. Japan would like to make a modest effort. That is all I wish to say and this is what we are trying to do, what we are beginning to try. Nothing has been really achieved so far. We are just standing at the edge of the beginning.

And I am so happy to meet here leaders of friendly nations in Asia, and some western leaders who have come to work with us. I am sure that this meeting will be another one in which work will be on "two principles plus one", that is, reciprocity, equality and respect for independence. So, as the Minister of Education, let me close my talk by saying that we wish to learn from you. This time, we wish to learn more. So please try to tell us how to redefine development. So we shall learn and if there is anything that we could teach, then we would also try.

I am sure that your meeting shall end with great success. In the meantime, I wish to say that we Japanese always like to entertain guests. I wish you a nice stay in this country.

Annex III

Address by Dr. M. Hiratsuka, Chairman,
Japanese National Commission for Unesco

It is a great honour and pleasure to have an opportunity to say a few words of greeting, on behalf of the Japanese National Commission for Unesco, at the opening of the Second Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development.

First of all, I would like to extend our very warm and most sincere welcome to all the Unesco representatives and the delegates from the Unesco Member States in Asia, who are here now this morning.

Education plays one of the most important roles in the social and economic development in every country. In order to promote the efforts being made by each country for the advancement of education and also to make such efforts more fruitful, it is indispensable to exchange information and experiences among different countries and to carry out regional co-operative projects of various kinds, with effective co-ordination by an international organization such as Unesco.

In this sense, it is significant that the Asian Programme of Educational Innovation for Development has been developed and is now taking big strides towards successful implementation.

In view of the great importance of APEID, the Japanese National Commission for Unesco has been collaborating with the Asian Centre of Educational Innovation for Development in various ways, for instance by making some financial contributions, by organizing in Japan regional seminars on educational technology and the regional field operational seminar on educational innovation, and by promoting the Unesco project for dispatching a mobile team of lecturers on programmed instruction to Asian countries.

Within our country at present, the Third Educational Reform has been going on, following the First in the early years of the Meiji Era a little more than one hundred years ago, and the Second immediately after the Second World War. How to improve the quality of education along with its quantitative expansion is the central problem of our education. In this connection, we are very much anxious to learn from this meeting, as well as through our participation in APEID, so that we can carry out our educational reform more successfully.

Ladies and Gentlemen, please allow me to mention briefly why we have chosen the "National Training Centre for Social Education Personnel" as the site of the meeting. This centre is located within Ueno Park, in which we have leading institutions for cultural activities in Japan, such as the Tokyo National Museum, the National Museum of Western Fine Art, the National

Science Museum, the Tokyo Metropolitan Museum of Fine Art, and others. We hope therefore that you will find time to visit them during your stay in Tokyo or at least you will feel some cultural atmosphere while you attend this meeting. Also we wanted you to have a chance to look at one of our institutions for social education. We will be very happy to do our best to make your participation in this meeting and your stay in our country as enjoyable as possible.

Finally, I would like to express our heart-felt appreciation and gratitude to all the staff members of Unesco from both the Headquarters in Paris and the Regional Office in Bangkok, for planning and organizing this meeting; to all the delegates from the Asian countries for their participation in this meeting held here in Tokyo; and to the personnel of the National Training Centre for Social Education Personnel for making its facilities available for this meeting. I sincerely wish you all success in your deliberations at this meeting. Thank you very much.

Address by Mr. L. Fernig

Assistant Director General for Education, Unesco

Mr. Chairman of the National Commission
Hon. Members of this Consultation Meeting
Gentlemen

It is for me a very great pleasure to open formally, on behalf of the Director-General, this Second Consultation Meeting on the Asian Programme of Educational Innovation for Development. And in so doing, I should like to express to all of you, particularly to the representatives who have given of their time from important posts to attend this Meeting, the appreciation of our Director-General, along with an expression of his deep interest in the work that you are concerned with and of the importance that he attaches to it.

Perhaps you will allow me here to paraphrase in a sense some of the remarks that the Director-General has made to his staff who are here present with you. In the first place, the Asian Programme of Educational Innovation for Development has got this fundamental innovatory aspect: this is something that directly has responded to reality. It is based upon the needs felt in the Asian countries for educational reform, and the determination on your own part and in your own Ministries in each country, to identify innovations, to foster innovations in order to find better ways of organizing systems of education, in order to sustain and carry forward the process of educational reform.

This initiative taken in the Region at the time of the Singapore Conference and, before that, at the Chiangmai Seminar - and you can trace the roots even further back if you like to go into history like Prof. Hiratsuka does - is the resultant of a series of efforts which have occurred in the Region and in several of the countries, particularly when representatives from Ministries of Education and educational authorities of different countries have met together to exchange ideas, to clarify their expression of problems and to explore the way to go about solving these problems. And I believe that Dr. Nagai put his finger on the question very sensitively when he said that the two dominant principles were those of self-help and international co-operation. These two principles have been the main threads through the years, in Asia, which have gone to produce the Programme that we are now dealing with. The degree to which the Programme is in fact responsive to real needs can be measured, I suppose, by the extent to which, in each country, it is being given support. And here we believe that with the establishment of National Development Groups in all the Member States concerned, and with the identification of 29 Associated Centres among the countries' existing innovatory centres, we have got evidence of the support that each country is giving according to its own conditions and its own capacities and possibilities.

On top of this, the real innovation, the real invention if you like, has been the idea of a network between these Development Groups and between these Associated Centres, so as to develop and maintain a level of regional or international activity and exchange of experience. It is in this regard, therefore, that we would feel first of all, in Unesco, indebted to the efforts that are being put forward in each country in the Region. We are very conscious, Prof. Hiratsuka, of the continued support that we have received from the Government of Japan, the Ministry of Education and the educational community of your great country. All of us around the Region and throughout Unesco deeply appreciate the fact that you have contributed your knowledge and your skills and in fact your material resources in extremely effective ways to the common effort, and done so with a great deal of modesty, of which Dr. Nagai this morning gave an example when he said: 'A good teacher is somebody who at the same time should be learning'. The support of your Government has gone down the years and is exemplified again this morning by your agreeing to host this Meeting and by the National Training Centre for Social Education accepting to accommodate us. We are most appreciative of this assistance.

The regional support for the network has come mainly from Unesco itself, and also from the United Nations Development Programme, which unfortunately was unable to send a representative to attend this Meeting - but we hope it can in future occasions. These two international organizations support self-help within Asia; but it goes well beyond that in Unesco's case, because the major reason for which the Director-General attaches so much importance to APEID is the degree of attention it is drawing in other parts of the world, particularly, if I may say so, in Africa, but also in Latin America, in Europe and in the Arab States where a considerable number of people are asking for information about what you are doing, how you are doing it, and are anxious to make the results of your experiences available to their own educators.

Our team in Bangkok with Dr. Latif is very much aware of this need for keeping the information channels open and for informing other parts of the world of how your network is working, how the individual national innovations are taking shape. So the Programme as a whole is tending to become a model – which by the way is a danger because, as you know, models are always dangerous in that other people tend to import them and try to apply them right away. I think you can assume that your Unesco colleagues, whether it be in Bangkok with Mr. Roy Singh and Dr. Latif, or Mr. Prabhakar and myself in Paris, are reasonably alert to this danger, and we will attempt to convey the experience without presenting APEID as something that must be adopted in its present form.

Mr. Chairman, this is enough for me to say about the importance that APEID has. But I must point out that this rapidly growing importance does place upon the members of this group certain responsibilities additional to what they would normally have accepted, that is, they are answerable not only within the Region and in their own countries, but also to the entire world community of educationists.

Secondly, this Meeting itself provides the occasion of a periodic review session, when the people mainly concerned with the development of the Programme at a very high level in their respective countries meet together to discuss what is happening and where to go. That means, I expect, that we have invited you to assess what has been done in the Programme, in the first place at the national level, and to examine whether the guidelines that you yourselves have drawn up and laid down are suitable, whether the mechanisms are working; this in a sense is inviting a certain amount of self-evaluation. But then, it is extremely important for us that you should cast a critical eye on the work of the network itself, evaluate what has been achieved regionally and give us your advice as to how, in the next twelve months and the next few years ahead, we should develop and improve our methods and procedures in order to speed up action, bring people more successfully together and achieve our common goal which has been referred to again this morning by Dr. Nagai, namely ensuring that education is renewed and reformed not simply for the sake of socio-economic development but for the development of the complete individual.

The Meeting therefore has to us a particular importance because, in an informal and friendly fashion, it is examining our work and giving us sufficient steam, sufficient power to move into the next period ahead.

I hope that these two sets of remarks, first the importance we attach to the APEID programme, and second the situation and the nature of the Meeting itself, will be of some help during the week to the participants in the Meeting. I might only add in conclusion that while you are free to call upon your Unesco staff here present if you feel that you need additional information, for the most part, it is we from Unesco who have come here to learn.

APPENDIXES

1a - Progress Report on APEID
January 1974 - May 1975

1b - Progress Report on a Selected Programme Area:
Curriculum Development Programme: An Overview

1c - Progress Report on a Selected Programme Area:
Management in the Context of Educational Innovation

Appendix 1a

PROGRESS REPORT ON APEID

JANUARY 1974 - MAY 1975

1. BACKGROUND

At the beginning of the year 1974, the status of the Asian Programme of Educational Innovation for Development (APEID) was as under:

i) The Programme had been approved by the General Conference of Unesco at its Seventeenth Session, vide Resolution 1.211 inter alia authorizing the Director General to create a Centre, attached to the Unesco Regional Office for Education in Asia in Bangkok.

ii) The Centre had been established with a skeleton staff. Recruitments to other posts were being processed.

iii) The Director General had issued letters to the Asian Member States, inviting their attention to the relevant resolution of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May-June 1971, Singapore) and calling upon them to indicate their interest and the mode of participation in the Programme, such as by way of offering national institutions for the Programme. Favourable response, including offers of national centres, had started coming in.

iv) A two-man identification team had been set up, to visit the institutions and centres offered by the Member States, during January and February 1974.

v) Two Programme Development Meetings had been convened by the Unesco Regional Office for Education in Asia, in August and November 1973, which developed the main framework of APEID, recommended six programme areas for inclusion in the first phase of APEID (1973-1977), prepared detailed specification of, and work plans for APEID and made proposals on implementation strategies.

vi) A request for financial assistance to the Programme had been submitted to UNDP (inter-country programme).

vii) The Government of Japan made a voluntary contribution of $50,000 for the first Regional Experts Meeting to examine and review APEID and the projects proposed for it.

2. REGIONAL EXPERTS MEETING ON APEID

The Meeting was held in Bangkok from 25 February to 4 March 1974. The representatives from the participating Member States consisted of high-ranking officials, a majority of whom were heads of Departments of Education. Although invited in their personal capacity, they could speak with the authority and responsibility of their offices. The Meeting had the benefit of contributions from six advisers, who were heads of proposed Associated Centres.

The Meeting established long range objectives of APEID namely, promoting awareness of the need and possibilities of innovation; improving understanding of the processes and practices of innovation; strengthening national capabilities; stimulating activities, co-operative action, and transfer of experiences among the Member States.

The Meeting emphasized the participatory nature of the Programme. The recommended modes of operation were: technical and consultancy services by ACEID and Associated Centres; holding of field operational seminars and inter-project exchange of visits and personnel for transfer of experiences; organizing workshops and meetings for development and implementation of projects, and establishing a network of information exchange among the Member States in the region and links with worldwide systems; and promoting establishment of National Development Groups.

The Meeting also detailed criteria for developing projects and activities of APEID, and approved, with modifications, the work plans of APEID as drafted by the Programme Development Meeting in November 1973, and provided guidelines for the further development of the Programme.

The Meeting considered the report of the First Identification Mission and approved criteria for selection of centres and projects for association with ACEID.

3. INSTITUTIONAL FRAMEWORK

Association of Centres

The First Identification Mission was established in January 1974 to visit eight Member States and to report on the suitability of the centres offered by them for association with ACEID. The Mission recommended 21 centres for association, which included 12 from among those already formally offered by the Member States, and 9 more offered during the visit of the Mission.

The Second Identification Mission was established in connection with new offers received from seven Member States. It was joined in each country by a national member, designated by the Government, who acted as a member of the Mission during its visit in that country.

Twenty-nine centres and institutions located in 14 of the 17 Member States participating in APEID have so far been associated. Twelve more centres have been offered by the Member States for association.

A list of Associated Centres is attached.

Asian Centre of Educational Innovation for Development (ACEID)

In terms of the recommendation of the Regional Experts Meeting, ACEID is pursuing three principal roles; the first is promotional, i.e. encouraging innovation; the second is co-ordinative, so as to avoid unnecessary duplications in the region (this also involves clearing-house functions); the third role is envisaged as that of filling gaps: providing the missing links in the national efforts at innovation.

ACEID has a provision for posts of 10 professionals including the Chief. Seven staff members are currently in position and the rest are expected to join in the near future.

National Development Groups on Educational Innovation

All 17 Member States participating in APEID have set up National Development Groups. They have been active in mobilizing national effort and keeping liaison with ACEID in connection with the implementation of APEID.

4. TRANSFER OF EXPERIENCES

Activities organized for exchange of experiences were: a Field Operational Seminar, organized in collaboration with Japanese National Institute for Educational Research, Tokyo, in August-October 1974, and several inter-project exchanges of visits and personnel, during 1974-1975.

Regional Field Operational Seminar on Educational Innovation

In collaboration with the National Institute for Educational Research (NIER), Tokyo, ACEID organized a Regional Field Operational Seminar on Educational Innovation, to which were invited the directors and senior staff members of Associated Centres, and in the case of the participating Member States without any Associated Centre, director or senior staff member of one centre of innovation from each such Member State.

The Seminar was attended by 23 participants from 16 participating Member States. The work of the Seminar was organized in three phases.

In the first phase of the Seminar (21 August to 1 September 1974), one group of participants visited India and Malaysia; the second group, Singapore and the Philippines; and the third, one of the above four Member States and Thailand. The participants observed and case-studied innovative projects, particularly those relating to skill development and applications of educational technology.

The Seminar as a whole was convened in Bangkok during its second phase, from 2 to 7 September. This phase was devoted to a joint review of the experiences of the first phase; examination of the work plans of ACEID for

1975; and preparation of guidelines and design for case studies of projects and innovative centres. The participants were also introduced to the philosophy, objectives and modalities of APEID in general, and the role of the Associated Centres in particular.

The last phase of the Seminar (9 September - 4 October) was held in Japan. The participants visited important projects in and around Tokyo prefecture. For this, they divided themselves into three groups. Evaluation of selected projects of Associated Centres, about which case studies had been prepared by the participants or their centres, as well as of the experience of all three phases of the Seminar, was also made. This phase of the Seminar was organized by NIER, Tokyo.

Among the important achievements of the Seminar were the person-to-person contacts established and the information on educational innovation shared and compiled during the Seminar for widescale dissemination later on.

Inter-project visits

The Associated Centres and other centres of innovation which are likely to join the network, were utilized in training of personnel of Ministries of Education and Research and Development centres, through observation-cum-study tours and attachments at centres of innovation.

UNICEF decided to utilize the Maurice Pate Award for the East-Asia and Pakistan Regional Office (EAPRO) to provide opportunities of study-cum-observation visits to educators from the region at leading centres of innovation in Asia. Under this Award, eight educators from Khmer Republic visited innovative projects in the Philippines; three from Republic of Korea visited centres in Malaysia, India and Thailand; two from Malaysia visited centres in Sri Lanka and India; and one from the Philippines visited Malaysia, Sri Lanka and Pakistan.

Under the IBRD-Iran Education Project, a group of nine educational technologists from Iran visited educational technology, teacher training and curriculum centres in Singapore, Malaysia and Thailand.

Four teacher training principals from Iran under the above Project participated in the Programme of Study Tour and Attachment to some innovative educational institutions in Thailand, Singapore, India and the Philippines from 9 January to 14 March 1975. The purpose of this programme was to expose the participants to a wide spectrum of educational innovations in teacher education with special emphasis on the application of educational technology to improving the quality of education.

The programme design was based on a problem-oriented theme: "Teacher Education for Educational Reforms with Emphasis on Educational Technology". Based on this theme, a "mini internship" model for the study tour and attachment was developed, tried out for three days and evaluated at the Faculty of Education, Chiangmai University, Thailand.

The evaluation and synthesis session held at the end of the tryout resulted in a modified model of attachment.

Three evaluation instruments were prepared and used in this programme:

i) A pre-questionnaire for the study tour and attachment;

ii) A daily experience report form;

iii) A post-questionnaire for the study tour and attachment.

In addition, an evaluation and synthesis of the participants' experiences was also organized at the Regional Office at the end of the programme.

5. DEVELOPMENT MEETINGS AND WORKSHOPS

Two development meetings have been held: Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting, in Tokyo, 3-12 February 1975 and Technical Working Group Meeting on the Management of Educational Innovation, in New Delhi, 17-26 March 1975. In addition, a mobile training team in curriculum development for Afghanistan consisting of five Afghan educationists has undertaken visits to Associated Centres to prepare themselves for holding an in-country training workshop; and a planning workshop on curriculum for development and teacher education has just concluded.

Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting

The Seminar was jointly organized by the Japanese National Commission for Unesco, ACEID and the National Institute for Educational Research (Tokyo), within the framework of APEID. The venue of the Seminar was NIER in Tokyo and the duration of the Seminar was 10 days, from 3 to 12 February 1975. The Seminar was wholly financed by the Japanese Government.

Participation: Fourteen Unesco Member States in Asia sent one participant each to the Seminar: Afghanistan, Bangladesh, India, Indonesia, Iran, Khmer Republic, Republic of Korea, Laos, Malaysia, Philippines, Singapore, Sri Lanka, Thailand and Republic of Viet-Nam. Being the host country, Japan was represented by several participants and co-workers.

Terms of reference: The objectives of the Seminar were as follows:

i) To bring together those in positions of responsibility in educational broadcasting in Asian countries for exchange of information and experiences in the field;

ii) To enable the participants to understand common problems involved in the production and utilization of radio and television programmes for education and other recent developments in educational technology;

iii) To find measures to solve such problems, thus contributing to the extension of educational opportunity and to the qualitative improvement of education in the Asian Unesco Member States participating in APEID.

Recommendations: The Seminar made the following recommendations to ACEID:

i) To prepare an inventory of equipment and teaching machines available at various technological institutes;

ii) To negotiate for free-copyright use of film sequences and systematic use of films for educational purposes;

iii) To set up within ACEID a lending library of films, slides and tapes;

iv) To provide information on national needs and facilities and on offers available in Asian countries;

v) To look into the possibilities of producing modular programmes;

vi) To provide basic and advanced training in broadcasting at ACEID's Associated Centres (such as National Broadcasting Training Centre in Malaysia, CEPTA-TV in Singapore, Film and TV Institute in Poona, India) so as to put resources to better use;

vii) To provide training in Japan in the field of film animation, especially cartooning; and

viii) To act as clearing house or co-ordinating agency for information.

Technical Working Group Meeting on the Management of Educational Innovation

The Meeting was held in New Delhi from 17 to 26 March 1975, followed by a small group meeting in Bangkok on the design of sub-regional training workshop in 1975. The latter group consisted of participants from Indonesia, Malaysia and Japan.

ACEID was assisted by the Educational Planning and Facilities Unit of the Regional Office in preparing and running the Meeting.

Mobile Task Force

The organization of mobile team training was reviewed and modified in the light of APEID's modalities of operation which stress that the national institutions should play the primary role in the implementation of all activities. Accordingly, it was decided that the Member States should be invited to select 4 to 5 faculty members from among national scholars, who would visit appropriate centres in other Member States, meet in Bangkok to develop plans for national courses, and afterwards manage and conduct the courses in their countries in collaboration with an ACEID staff member and one expert from an Associated Centre or from outside.

Planning for Meetings and Workshops during 1975-1976

Preparations are well advanced for holding nine more development meetings and two training courses during 1975. Plans have also been developed for 1976.

6. STUDIES

Compilation of National Inventories

ACEID suggested to the National Development Groups (NDGs)* on Educational Innovation that they might undertake national inventories of educational innovations. NDGs in fourteen Member States have agreed to prepare national inventories. To assist the NDGs (or the institutions selected by them) in compiling the national inventories, ACEID provided them guidelines which explain broadly the purpose of a national inventory and the kind of innovative projects and practices which might be identified for inclusion. ACEID also suggested a format showing how the inventories may be presented.

Two distinct approaches have emerged in compiling the inventories. In Indonesia, the Office of Educational and Cultural Research and Development (BP3K) formulated a questionnaire based on the format suggested by ACEID, which was sent to the heads of innovative projects. Fifteen such projects undertaken by various Ministries were identified which include both formal and non-formal education. Write-ups of these projects were prepared by the project heads in consultation with the staff of BP3K. A seminar was then organized and attended by those who had been requested to prepare the write-ups, and others who were expected to prepare similar write-ups from other Ministries or Departments. Indonesia hopes to send the final manuscripts to ACEID on or around 30 June 1975.

Based on the guidelines suggested by ACEID, Singapore developed its own format for compiling inventory which contains four major sections: (i) Background; (ii) Interlinking of Innovations; (iii) Actual Project Descriptions; and (iv) General Summary. The actual project descriptions will contain brief statements on the following: (i) Title of project; (ii) Location; (iii) Director; (iv) Description which includes the date the project was introduced; objectives, general description, date completed; and special (innovative) features. The agencies involved are the Ministry of Education, statutory bodies (e.g. Institute of Education, Adult Education Board, other Ministries) and private individuals who have launched innovative projects.

The Philippines has also developed its own format based on the guidelines suggested by ACEID. The NDG has sent questionnaires to heads of innovative projects all over the country and as of March 1975, 120 responses have been received. The Philippines' inventory is expected to be completed by end of August 1975.

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* Seventeen NDGs in as many participating Member States have been organized as of 3 March 1975.

Appendix 1a

Inventory of Innovative Projects in Asia

Using available sources such as the reports of the Field Operational Seminar on Educational Innovation, Identification Missions and case studies of educational innovation in some Asian countries, 50 short accounts of projects were prepared. These accounts are being serialized in ACEID Newsletter.

Case Studies

A design for case studies of centres and projects was developed by the participants of the Regional Field Operational Seminar during the second phase of the Seminar, convened in Bangkok in September 1974. Studies of the following centres were contracted out to national institutions: (1) Curriculum Development Centre, Malaysia; (2) Science Department, National Council of Educational Research and Training, India; (3) National Bureau of Curricula and Textbooks, Pakistan; (4) Curriculum Development Centre, Sri Lanka, and (5) Institute for the Promotion of Science Teaching and Technology, Thailand.

Dr. Sim Wong Kooi, of the University of Malaya, was engaged as a consultant for compiling these studies in collaboration with national scholars, and for preparing a comparative study of these centres and their selected projects.

International Education Reporting Service (IERS)

The Regional Office and ACEID will participate in the International Education Reporting Service, with its headquarters in IBE (Geneva), and in that connection assume responsibility for: (i) identifying projects for inventories and case-studies in the Asian region, and arranging with national scholars for preparation of the inventories and case-studies; (ii) editing and publishing case-studies in English; (iii) assisting in the preparation of abstracts of selected educational innovations in Asia for dissemination through IBE; (v) serving as distribution channel to Asian institutions for the materials produced on work in their regions.

7. INFORMATION SERVICES

ACEID Newsletter

Two issues of the ACEID Newsletter were published by the Regional Office during 1974. These were devoted to the presentation, in simple and non-technical language, of the Asian Programme, its Associated Centres and the National Development Groups.

The third issue of the ACEID Newsletter was published in February 1975. The Newsletter contains, among others, brief descriptions of the activities under APEID during the second half of 1974, the growth of the network of Associated Centres and of the National Development Groups on Educational Innovation, digests of selected innovative projects in the Asian region and accounts of some centres of educational innovation.

ACEID Newsletter No. 4 is expected to be issued in June 1975, immediately following the Second Regional Consultation Meeting to be held in Tokyo in May 1975.

Directory and Calendar for 1975

A Directory and Calendar for 1975 of national centres associated with ACEID has been published with the following objectives: (i) to enable governments to select appropriate centres in other countries where their own scholars may be attached for study-cum-observation; and (ii) to supply pertinent information about the national centres to the technical and planning groups constituted under APEID, so that these can select the suitable centres for the preparation of different elements of training packages and for other co-operative projects.

National Seminars on Educational Innovation

Among the 14 participating Member States now engaged in this project, Indonesia conducted its national seminar which was held in Jakarta on 28-31 January 1975, attended by a staff member of ACEID. The seminar was organized by the Office of Educational and Cultural Research and Development (BP3K). Its objectives were as follows:

i) To discuss and analyse on-going innovative educational projects;

ii) To identify innovative projects to be included in the national inventory; and

iii) To develop a plan of action for completing the inventory.

Around 30 participants attended the seminar, including (i) those who wrote papers on innovative educational projects in which they themselves are involved; and (ii) others coming from various departments or institutions having innovative projects, both formal and non-formal. The seminar has collected write-ups of 14 projects which served as the basis for discussion and analysis.

Audio-Visual Presentation on APEID

A slide-tape presentation of about 20 minutes was prepared by ACEID showing the salient features of APEID: its objectives, modalities of operation, institutional framework, plan of work and activities undertaken during 1974.

8. MISCELLANEOUS

Missions

ACEID staff members undertook missions for advising the Member States in setting up or developing science equipment centres; participation in field operational seminars; meetings on educational innovation; setting up of centres of innovation; evaluation and training exercises.

Appendix 1a

Development of a Training Kit in Programmed Instruction

A prototype training kit in programmed instruction was developed during this biennium. Further action for modification of the kit in the light of the comments from several countries which are now field-testing it will be undertaken by ACEID.

9. AN OVERVIEW

1. APEID has been well received by the Asian Member States. The major indicators are: (i) the response of the Member States to the suggestion for setting up their National Development Groups; (ii) the offer of over 40 centres of educational innovation for association with ACEID by 15 Member States; (iii) the generous response of participating Member States in receiving visitors and fellows from other Member States at the associated and other centres of innovation; and (iv) the level of participation by the Member States in the meetings and the field operational seminars.

Some of the current activities, such as the compilation of national inventories, the preparation of case-studies and the organization of seminars, are both an indication of the participating Member States' growing interest in APEID, and a step toward increasing awareness of the need and possibilities of educational innovation, and better understanding of processes and practices of educational innovation.

2. Collaboration to the Programme has been extended by other UN agencies and inter-governmental organizations in Asia. UNDP has authorized financial support for the regional technical co-operation component of the Programme in an amount of US $1,019,068 for a period of five years through 1977. UNICEF utilized the Maurice Pate Award for its East-Asia and Pakistan Regional Office (EAPRO), for providing opportunities of study-cum-observation to educators through ACEID. The IBRD-Iran Project started meeting a part of its training needs through APEID network. Educational offices and institutions in Japan organized some of their activities from their own resources within the framework of APEID and in collaboration with ACEID. Grateful acknowledgement is made of the voluntary contributions in cash received for 1974 from the Government of Japan and the Government of Thailand. ACEID and SEAMES staff participated in each others' meetings as observers; services of ACEID staff were made available to a SEAMEO centre for a training course; and the SEAMEO centres were visited by educators from non-SEAMEO Member States under programmes organized by ACEID.

3. ACEID has kept under review its operational modalities to ensure that the Member States themselves would increasingly assume the central role in the management of activities, individually and jointly. Examples are: the collaboration of Associated Centres and National Development Groups in programme planning for 1975; the appointment of a national as a full member of the Second Identification Mission; and the offer of some assistance to enable nationals to run themselves the mobile training teams, in the case of Afghanistan and Nepal.

4. The transfer of experiences through attachment needs further study and new techniques. In order to increase the effectiveness of study tours and attachments, a 'mini-internship' approach is being experimented with: according to this new approach, the participants undergo the experience of attachment, for a short period, in collaboration with an ACEID staff member, before they are attached for longer periods at the Associated Centres.

5. APEID is to be problem-oriented. Although the projects as developed are listed by sectors or aspects of education, ACEID has, in organizing its activities (such as the Regional Field Operational Seminar on Educational Innovation in 1974) and in developing its plans for 1975 (such as the meetings of technical working groups and sub-regional training courses), focused on crucial problem areas such as: the application of educational technology to extend education to underprivileged groups, skill development, health education and rural transformation.

6. For linking educational innovation to the problems of national development, it was found necessary to draw on institutions and expertise not available in the Associated Centres and often not found within the educational systems of the participating Member States. A pattern for involvement of such outside resources has emerged in the course of planning of development meetings. Thus, in the Technical Working Group Meeting on Management of Innovations, held at New Delhi, India, a three-man team from the staff of the Institute of Management Studies, Ahmedabad, was invited; to the Planning Workshop on Teacher Education and Curriculum for Development, Quezon City, Philippines, staff members from the National Manpower and Youth Council, Nutrition Centre and Department of Local Government and Community Development, Philippines, have been invited; and for the preparatory meeting in science to be held in Seoul, Republic of Korea, the host institution has been requested to identify and invite persons with specialized knowledge of environmental aspects of science education in Korea.

7. The National Development Groups and Associated Centres are expected to assume new roles. According to plans suggested by one Programme Development Meeting, they would be increasingly concerned with the identification of local experts and their involvement in the training of groups and institutions to develop them as centres of innovation.

8. The projects of APEID are to have a built-in component of self-evaluation, as recommended by the Regional Experts Meeting (25 February - 4 March 1974). The various modalities of operation were therefore subjected to a detailed review to meet this criterion. During the Field Operational Seminar on Educational Innovation (21 August - 4 October 1974), each activity was reviewed and its modalities modified in the successive phases of this Seminar. Similarly, in the case of observation-cum-study tours organized in 1974 and 1975 from extra-budgetary resources, modifications were introduced as a result of the review of each experience.

9. The Programme encountered certain problems, some of which have been resolved while others are still under study. One problem arose from the demands of international organizations and Member States for arranging study-cum-observation tours and attachments of scholars at the Associated Centres, before ACEID could systematically organize the information network and develop it to a point where the Member States could have a choice between alternative sites and centres for training of their nationals. Also, the time given to ACEID to arrange visits with the host institutions and for the host institutions to prepare themselves for receiving educators from other Member States, was often very short. This problem has been partially resolved by the publication of a Directory and Calendar of Centres of Innovation. The publication of inventories of innovation, by the participating Member States and ACEID, would also mean considerable improvement. Another problem is the short programming cycle of four years (1974 - 1977) as was observed by the Regional Experts Meeting (25 February - 4 March 1974). On account of delay in the signing of UNDP Project Document, this has been further reduced to three years. This has led to further crowding of activities in the first cycle of APEID. It is necessary that the next cycle be longer and that on account of uncertainties inherent in the nature of innovations themselves and complex financing arrangements, rolling adjustments be made biennially, as was suggested by the Regional Experts Meeting also.

Appendix 1b

PROGRESS REPORT ON A SELECTED PROGRAMME AREA

CURRICULUM DEVELOPMENT PROGRAMME : AN OVERVIEW

1. BACKGROUND

In August 1973, a Programme Development Meeting (Preparatory) was convened by Unesco in Bangkok which formulated the strategy for the Asian Programme of Educational Innovation for Development (APEID) and developed guidelines for the elaboration of the activities and projects to be undertaken under APEID. The meeting recommended that the work plans of APEID for the next four years should focus on six main areas, one of which is Curriculum Development. Another Programme Development Meeting was held in Bangkok on 5-19 November 1973 which prepared the work plans and activities that would be implemented under APEID in each of the programme areas.

From 25 February to 4 March 1974, a Regional Experts Meeting was convened in Bangkok. This meeting endorsed the long-range objectives of APEID stated as follows:

i) To promote awareness of the need for innovation and of the possibilities for change;

ii) To promote understanding of the processes and practices of innovation with a view to encouraging systematic experimentation and accelerating the adoption of educational innovations in response to problems of development;

iii) To assist the Member States in creating and strengthening national capabilities in terms of personnel, techniques and management capacity for the development and use of innovations in education linked to the needs of national development;

iv) To identify and stimulate innovative activities and co-operative action among the Member States;

v) To promote inter-country transfer of experience.

The Meeting also endorsed with some modifications the Asian Programme as delineated by the Programme Development Meeting in 1973 and recommended that the Programme be implemented.

2. CURRICULUM DEVELOPMENT PROJECTS

Three curriculum development projects are included in the Asian Programme. All these projects will be related mainly to basic education with

emphasis on the specific needs of disadvantaged groups both in and outside the schools. The three projects are to be treated as complementary and their activities would be synchronized in the operational phase.

Brief descriptions of the projects are presented hereunder:

A. Promotion of co-ordinated and cyclic programmes of curriculum regeneration in basic education directed towards development

This project aims at developing co-operatively suitable approaches for generating core curricula for basic education and establishing the necessary manpower and procedures to follow it through in local situations according to the specific needs of the target population. The project will have a cyclic structure with four stages, each including evaluation. These stages are:

i) Preparatory review and survey of on-going curriculum development projects and problems in Member States;

ii) Training and sharing of experiences;

iii) Development of new procedures and materials; and

iv) Renew sharing of experiences.

B. Development of strategies for diffusing curriculum innovations

This project aims at collecting and disseminating relevant information that is available, making an in-depth study of critical stages of diffusion, supporting pilot studies on the development of diffusion strategies, producing training packages, and preparing a handbook on curriculum implementation.

C. Promoting development of new examination systems and pupil evaluation techniques

This project aims at supporting Member States in their attempt to devise better evaluation techniques and to reform their examination systems. Inputs from ACEID comprise the training of key personnel, documentation and advisory services.

3. SPECIAL CHARACTERISTICS OF THE PROJECTS

The design of the projects, apart from being in line with the long-range objectives, contains special characteristics which should be mentioned. First, there is a cyclic structure covering sequential stages of activity which, if completed, would generate continuity of operation as well as a self-renewal process within the Member States. Second, there is a realistic attempt to facilitate the diffusion of innovations within the systems of education of Member States. Third, there is an attempt to focus on problems which are considered to be the major causes of failure in curriculum regeneration.

4. PROJECT IMPLEMENTATION

In designing the modality of operation for the implementation of the projects, attempts have been made to insure that:

i) Initiative in establishing objectives, setting priorities and organizing activities would rest with the participating Member States and would be prompted by their national development goals and aspirations;

ii) The three projects are treated as different aspects of a single project so that each activity would, as far as possible, cover all the three elements, that is, project design, implementation, evaluation and examination;

iii) The curriculum development projects are integrated with other programme areas such as Teacher Education, Educational Technology, and Educational Management. Integration has also been ensured with activities undertaken in collaboration with other agencies such as Unesco, UNICEF, IBRD, etc.

The three inter-related projects under Curriculum Development are being implemented through a number of activities and modalities as described below:

A. Case-studies of selected curriculum centres in Asia

These case-studies are being prepared in collaboration with the Division of Curricula and Structures, ESM, Unesco Headquarters.

This activity was launched in November 1974. Five countries are participating in the case-studies, viz: India, Malaysia, Pakistan, Sri Lanka and Thailand. The centres being case-studied in these countries are:

i) The Science Department and Associated Workshop of the National Council of Educational Research and Training (NCERT), New Delhi, India.

ii) The Curriculum Development Centre (CDC), Kuala Lumpur, Malaysia.

iii) The National Bureau of Curricula and Textbooks, Islamabad, Pakistan.

iv) The Curriculum Development Centre, Colombo, Sri Lanka.

v) The Institute for the Promotion of Science Teaching and Technology (IPST), Bangkok, Thailand.

The contracts for the preparation of case-studies have been signed by the authorities of the concerned institutions. A consultant has been engaged to provide technical support to the writers of the case-studies and to prepare a synthesis on receipt of the case-studies from the Member States. The case-studies, as well as their synthesis, are scheduled to be completed by the end of 1975.

The case-studies will cover all aspects of the curriculum development programme, that is from the planning and designing of the curricula to the evaluation and examination reform.

B. Mobile training teams in curriculum development

This activity is designed to meet the urgent needs of selected countries for training curriculum personnel in basic knowledge and skills required for the performance of their initiatory tasks in curriculum development.

With the collaboration of ACEID, the Government of Afghanistan and the Government of Nepal will set up two mobile training teams in curriculum development in 1975. In organizing the teams, a new approach to training based on the promotion of national leadership and international collaboration has been adopted. National educators, after their on-the-job training in curriculum development centres of other countries, will constitute the faculty for their in-country training workshops.

Also, to ensure close relationship between project activities and problems of national development, the whole programme of the workshops will be geared to three critical areas related to the socio-economic needs of the countries, namely, promotion of health and nutrition programmes, training in employable skills needed for the country, and acceleration of rural development. To assist the faculty in the planning and preparation of each national workshop, the services of a consultant will be provided.

A mobile team operates in the following manner. A faculty consisting of five educators are selected by each country. ACEID, in collaboration with each Associated Centre in selected countries, arranges for these faculty members a programme of study-cum-observation visits including actual participation in different aspects of on-going curriculum development activities, at several projects. Following the visits, the faculty members meet in Bangkok and draw up the plan of work for holding a group training workshop to be organized by them in their home countries, with the assistance of ACEID staff members and of a consultant engaged for the purpose by Unesco. The aforesaid faculty, accompanied by the consultant and an ACEID staff member, return to their home country and spend three weeks in preparing detailed plans of work and training materials for the group training workshop. The faculty then hold the group training workshop for one month for about 30 nationals. The ACEID staff member and the consultant remain available for advice and assistance to the national faculty of the workshop during the first week of the workshop.

C. Regional Planning Workshop on Teacher Training and Curriculum for Development

Jointly with the College of Education, University of the Philippines, ACEID will organize a Regional Planning Workshop on Teacher Education and Curriculum for Development from 19 to 31 May 1975. The purpose of the workshop is to delineate precise modalities of action for producing: (i) a training

package for the designers of curricula with reference to "curriculum for development", and (ii) a set of modules for selected elements of a core curriculum of teacher education. In both activities, problems and issues of national development relating to health and nutrition, improvement of employable skills training and acceleration of rural development will be regarded as central themes.

A unique feature of the workshop is that it emphasizes the sharing of experiences among Member States with a view to producing sample materials which can be utilized in forthcoming activities. The training package on "curriculum for development" will be tested at the Sub-Regional Training Workshop tentatively scheduled to be organized in Sri Lanka in November - December 1975.

Another important element which has been introduced in the process of preparing this workshop is inter-agency collaboration. In this connection, representatives of WHO, ILO and FAO were invited to participate in the development of the plan of work. It was felt that the experiences of these agencies in socio-economic development work should be brought to bear upon the development of APEID's curriculum development training package and its modules for teacher training. This in a way can be regarded as an interdisciplinary approach.

D. Sub-Regional Training Programme

The Sub-Regional Training Programme would consist of the following three phases : (i) group work in each participating Member State on the analysis of the country's experiences, plans, resources and generation of ideas on the strategies ; (ii) exchange of experiences and study-cum-observation visits of the projects relevant to the specified three areas of development in Sri Lanka ; (iii) the participants, on their return to their home countries, exchange experiences through correspondence with each other depending upon the similarity of their assignments in their respective countries.

The Regional Planning Workshop in Manila would, inter alia, recommend the design of the entire training programme, identify exemplar materials already available in the participating Member States and provide guidelines for further development of training materials through ACEID's Associated Centres to be used during phase two. In the course of the exchange of experiences, the participants would also undertake the preparation of some instructional units. The second phase of the sub-regional training programme will be organized by the Curriculum Development Centre of Sri Lanka with the collaboration of ACEID.

E. Special workshop - high-level personnel exchange

To provide high-level personnel responsible for designing and introducing curriculum innovation, with an opportunity to visit advanced curriculum projects and to meet together for study and exchange of experiences and ideas, the National Bureau of Curricula and Textbooks, Pakistan, will organize in collaboration with ACEID a ten-day workshop in October 1975.

The agenda for this workshop would be determined by the participants themselves, so that there are open-ended discussions on problems of mutual concern. ACEID will encourage correspondence among the prospective participants before the meeting.

F. Case-studies on diffusion strategies for curriculum innovations

These case-studies will be prepared in collaboration with the National Development Groups of the Member States. It is expected: (i) to sensitize the agencies and personnel concerned with designing and implementation, about a variety of factors and forces which facilitate or inhibit the diffusion and installation of curriculum innovations; (ii) to facilitate sharing of experiences on new approaches and techniques in this area.

The case-studies will be carried out by national scholars or teams to be designated by the National Development Groups in selected Member States. During 1975, preliminary studies would be undertaken out of which one will be selected for further elaboration. It is expected that the studies will be launched in May 1975 and completed in early 1976.

G. Studies of examination systems and pupil evaluation techniques

ACEID will organize six quick studies in 1976, followed by an on-the-spot survey in 1976. The preliminary case-studies will cover innovative projects in selected countries. It is proposed to invite four scholars to examine the case-study reports and undertake on-the-spot survey of the examination systems and evaluation techniques. In this manner, a substantive paper analyzing the crucial problems and issues related to examination and evaluation would be prepared. This project will begin in May 1975 and will be completed around mid-1976.

H. Inter-project study-cum-observation visits

An essential feature of the Asian Programme is the emphasis on inter-project visitations as a means of promoting in the participating Member States an awareness of the need for innovation and a deeper understanding of the processes and practices of systematic innovation. The Regional Experts Meeting on APEID held in Bangkok from 25 February to 4 March 1974 stressed that such visits should be given priority because of the wealth of experiences in innovative endeavours in the Asian Member States which can be usefully shared. In spite of the lack of provision under the Asian Programme during the first phase of its operation, this activity has been pursued with extra-budgetary resources. The aiding agencies and the participating Member States have approached ACEID for its assistance in organizing the visits to and through its Associated Centres, and ACEID has responded to such requests during 1974 and 1975. The demands are likely to increase during 1976-1977 and hopefully extra-budgetary resources will also be made available for this purpose.

Under UNICEF's Maurice Pate Award, six educators from the Republic of Korea, Malaysia and the Philippines visited national centres concerned with science education and curriculum development located in India, Malaysia, Pakistan, Sri Lanka and Thailand. Under the Iran/IBRD Education Project, four principals of teacher training colleges in Iran visited teacher training institutions and curriculum centres in India, Philippines, Singapore and Thailand, where they were attached for 4-5 weeks to study and participate in the day-to-day operations and activities of the institutions visited.

The participants held intensive discussions with the heads and staff members of the institutions visited, noting particularly the key innovative features of those institutions and how they could be of use in their respective countries. They also prepared reports of their observations which they submitted to the concerned agencies which sponsored their study visits.

A Regional Field Operational Seminar, organized jointly by ACEID and the National Institute for Educational Research (NIER), Japan and held from 21 August to 10 October 1974, provided another opportunity for inter-country exchange of experiences in educational innovation. The seminar, which was organized in three phases, enabled the heads of Curriculum Development Centres and other institutions associated with ACEID to visit innovative centres and/or projects in India, Malaysia, Japan, Philippines, Singapore and Thailand.

ACEID is now organizing a 3-month fellowships programme for four groups of curriculum developers of Pakistan to be financed from the country programme of UNICEF.

The special features of the inter-project exchange of visits are: (i) before the visits, ACEID staff members provide the participants with detailed information on the activities of the Centres to be visited; (ii) discussions are normally organized between ACEID staff members and the heads of the host centres in order to make such visits fruitful; (iii) ACEID has brought out a Directory of Associated Centres and Calendars of Activities for 1975 which would, inter alia, help the Member States to select the centres which it would be most beneficial for their nationals to visit; (iv) a new technique called "mini-attachment" has been developed to train the visitors with limited experience so that they can benefit from a long-term attachment following the mini-attachment; (v) instruments have been devised for use by the participants for self-evaluation of their learning through attachment; (vi) a special workshop is arranged at the end of the visits, at which the participants discuss their experiences among themselves and plan for the utilization of these experiences in their home countries.

I. Regional seminar on curriculum development and evaluation in Asia

The Unesco Regional Office for Education in Asia, in conjunction with ACEID will organize a Regional Seminar on Curriculum Development and Evaluation in Asia, to be held in Singapore from 3 to 10 November 1975.

Appendix 1b

5. PROJECTS FOR 1976-1977

According to the work plans of APEID, most of the projects carried out in 1975 will be repeated in 1976 and 1977. However, modifications and improvements relating to procedures and techniques will be made in accordance with the results of the evaluation of experiences during 1975, and with the guidelines to be provided by the Second Regional Consultation Meeting.

New types of activities to be launched are as follows:

i) Specialized on-the-job training in 1976-1977;

ii) Preparation of a Handbook on Curriculum Implementation in mid-1976;

iii) Exemplar Materials Production Workshop in late 1976; and

iv) Evaluation of programme achievements in late 1976.

In addition to the above activities included in the Curriculum Development Programme of APEID, ACEID is likely to be invited to collaborate in curriculum development activities sponsored by other organizations and by Unesco agencies under other programmes.

Appendix 1 c

PROGRESS REPORT ON A SELECTED PROGRAMME AREA

MANAGEMENT IN THE CONTEXT OF EDUCATIONAL INNOVATION

Educational Management is one of the six programme areas selected for implementation in the first cycle (1974 - 1977) of APEID. The overall objective of this programme area is to contribute toward reorientation and restructuring of educational management in the Member States so as to improve its effectiveness in promoting innovations in educational systems, including non-formal activities.

1. PROGRAMME AS APPROVED BY REGIONAL EXPERTS MEETING (25 FEBRUARY - 4 MARCH 1974)

After detailed consideration of the report of the Programme Development Meeting (5-19 November 1973),[1] the Regional Experts Meeting approved the Work Plans of the programme area of Educational Management.[2]

The general guidelines on implementation, as established by the aforesaid meetings, may be summed up as under:

i) The principal approach should be to clarify critical factors in the change process, and to promote management innovations, through the exploration of new tools and techniques, methods and approaches.

ii) All activities should be so designed, that concentration is on the total process of management, through a systems approach, rather than on a narrow view of piecemeal operations; that the activities involve not only administrators but also others (e. g. teachers and students) whose participation in the decision-making process is becoming increasingly important; that in respect of management techniques, attention is paid also to skills in human relations e. g. communication and group dynamics.

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1. Asian Programme of Educational Innovation for Development: *Report on Work Plans of APEID*, Report of Programme Development Meeting, Bangkok, 5-19 November 1973. Unesco, Bangkok, 1973.

2. Regional Experts Meeting on the Asian Programme of Educational Innovation for Development, Bangkok, 25 February - 4 March 1974: *Final Report*. Unesco, Bangkok, 1974.

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In terms of activities and outcomes, the immediate programme objectives were to be as under:

i) Information gathering and dissemination of innovative experiences: Information is to cover (a) process of change in relation to innovations in Member States, and (b) innovative ideas in management.

ii) Development of analytical tools: The techniques and methodologies are to be designed for analysis of constraints and blockages to implementation of educational reforms and innovations in the Asian context.

iii) Adaptation of new management ideas and techniques: Activities to be undertaken to achieve this objective are (a) studies, and (b) pilot projects.

iv) Preparation of cadres for innovative action: Training courses at regional/sub-regional and national levels are to be organized.

v) Restructuring of information systems: New approaches to such components of information systems as data collection, analysis and retrieval, are to be developed and disseminated.

The relevant Work Plans provide for three projects which are:

(a) Training in Educational Management and Management of Innovations (Project No. EM/1)

The training activities are expected to serve a catalyst function in ensuring renewal of knowledge and skills of key personnel and improving the organizational climate for innovation in the Member States. The project has four elements, namely:

i) Annual intensive educational management courses at the sub-regional level, for those who have responsibilities for training of educational administrators in their countries;

ii) Mobile training teams, for country-level training courses for equipping personnel at different levels of education with management skills, and organization development;

iii) Development of training materials such as workshop design, simulation exercises and handbooks, for dissemination to the Member States, and for use in the training programmes;

iv) Support services by ACEID which would collect instructional materials that Member States may obtain on loan.

(b) Case Studies on Educational Management and the Management of Innovations (Project No. EM/2)

The project will specially collate the experiences of Asian Member States in organizational arrangements made for the management of educational

innovations. The project will be organized as a continuing service in relation both to the search for cases and the commencement of studies.

(c) Operational Survey of Educational Management Problems and Practices in Member States - Country-based Operation (Project No. EM/3)

Member States will be assisted, on request, in examining their educational administrative systems - the strong and weak sides - through analytical and diagnostic operational surveys, and in designing objective-based management structures.

The number of countries to undertake the survey would not exceed four, during 1975 to 1977. The methodological design to be published would enable other Member States to undertake similar investigations on their own.

2. IMPLEMENTATION

The three projects in the programme area of Educational Management are being implemented through a series of activities, some of which cut across the projects, and others across the whole programme area.

Consultations with the Associated Centres and National Development Groups

During 1974 and early part of 1975, the staff of the Associated Centres and National Development Groups were involved in elaboration of the Work Plans of the projects. As a part of the activities under a Regional Field Operational Seminar on Educational Innovation held from 21 August to 4 October 1974, a working group of seven heads and senior staff members of Associated Centres, and a staff member of ACEID, was set up to advise on the implementation of the activities envisaged in the programme area of Educational Management. This group reviewed the Work Plans of the three projects, paying special attention to expected outcomes, methods of operation, and suggested, inter-alia, national centres and resource persons to be involved in implementation, and also the projects to be considered for making case-studies of.

The group recommended that: (i) the sub-regional training programme and other training activities should aim at promoting better communication and understanding among generalist administrators and specialists, and that participants should preferably include technical and advisory personnel (one each) to be selected from the centres of innovation; (ii) the already available materials should be translated into the national languages of the participants; (iii) self-instructional materials should be prepared for those who wanted to conduct training courses in their own countries after the course; and (iv) certain on-going projects be considered for case-studies, and certain scholars and institutions be approached for making the studies.

Appendix 1c

During the staff missions of ACEID and in discussions with members of the National Development Groups during their visits to Bangkok for participating in activities organized by the Regional Office, more projects were selected for case-studies and for each case-study, suitable scholars and institutions were identified.

Technical Working Group on Educational Innovation

A Technical Working Group Meeting was convened by ACEID and one of its Associated Centres, the National Council of Educational Research and Training (NCERT), in New Delhi, on 17-31 March 1975. The Meeting was attended by three categories of participants, namely:

i) Educational pioneers from countries and centres which have designed and tested several organizational arrangements and management approaches;

ii) Social scientists who have specialized in the process of development and in management studies;

iii) Educators from outside the Asian Region who have studied organization building and management of educational innovations, and/or run courses in management of educational change.

The Meeting elaborated the possible conceptual framework for the APEID projects in management, constituting a significant step forward.

Four interesting features characterised the deliberations of the Technical Working Group in New Delhi:

i) The Group viewed the role of management primarily as a service function in support of the creative forces from which educational innovations emerge.

ii) The Meeting recognized that significant expertise on effective and innovative management techniques does in fact exist within and outside the education systems in Asia, but has not been fully utilized.

iii) The Meeting suggested new modalities for action at national and regional levels to develop such expertise at various levels, through the APEID projects.

iv) The Meeting focused attention on the expanded roles of governments and institutions for innovation, emphasizing that they should increasingly direct their energies to preparing institutions and groups for a role of self-initiated and self-managed innovations.

In the light of the reports presented by the participants from various Associated Centres, the Meeting identified problems and issues currently being

faced in Asia in the area of management of innovation, considered the solutions being attempted and the new approaches which could be tried out in this connection. The report of the Meeting detailed the following crucial problems and indicated the corresponding strategies:

- Team building, by integration of interdisciplinary and inter-departmental staffs;
- Sustaining interest, by keeping motivations alive;
- Mobilizing innovative resources, by allowing autonomy for meaningful creativity;
- Responsiveness to change, by developing a climate of acceptance of, and trust in, self-initiated innovation;
- Co-ordinating planning and implementing organizations, by establishing linkages among them;
- Bridging cultural differences, by tuning in the change strategy to the milieu;
- Equipping people for management of change, by providing appropriate training;
- Evaluating progress, by deriving feedback as basis for improving performance;
- Maximising the use of resources, by handling the problem of logistics (resourcefulness).

The Meeting observed that the implementation of educational innovations often encountered various obstacles - professional, sociological, economical, cultural, psychological and anthropological and so on; efficient managers will take these into consideration, or at least most of them, if they want to take advantage of various favourable societal forces, and avoid conflicting forces which often prevent introduction, dissemination and regeneration of educational innovations.

The Meeting suggested guidelines for carrying out the three projects included in the programme area of Educational Management.

Sub-regional Training Programme in the Management of Innovations

The training programme would have the following objectives:

i) To develop skills for analysing the systemic nature of change;

ii) To increase self-awareness and interpersonal effectiveness for collaborative work;

iii) To strengthen the ability for redesigning project strategies at national and local levels.

Appendix 1c

The training course would cover eight countries during 1975, and four countries each year in 1976 and 1977. The training programme will be conducted in 1975 in the following manner:

Orientation: Each country will select 4 or 5 educators concerned with different phases of innovation, that is, policy-making, innovation designing, educational administration, teaching. National Development Groups will arrange for them to meet and discuss projects in which they are involved, and search for local expertise to impart understanding about the process of change and the skill of collaborative study of a project. The group would redesign a project (or projects) which would be used during the training course.

Training: This will cover two components:

i) A training course of two weeks. The training course will be attended by two or three participants from each country, but more might be deputed by the countries at their own cost. At the training course, the participants will discuss and analyse, with particular reference to environment, resources and constraints, two sets of projects: those studied by them in their home countries during the orientation phase, and on-going projects in the host country. For these, the host centre will provide short case-studies, and arrange for meetings, if possible, with the persons connected with these projects. The outcome will be a review of objectives and strategies, and evaluation of knowledge and skills gained during the orientation phase.

ii) Observation-cum-study of projects: There will be a joint study of the projects in two countries, enabling the participants to examine the elements of skills acquired during orientation phase and to make a comparative study of management of innovations under different conditions. Toward the end, the participants evaluate the course in terms of each country's needs and the relevance of inputs and linkages at and between the various levels.

The training course of two weeks' duration and observation-cum-study of projects of one-week duration will be held in Indonesia, and the observation-cum-study visit of projects for another week will be arranged in Malaysia subject to the agreement of the Government.

The Office of Educational and Cultural Research and Development (BP3K), Jakarta, an Associated Centre of ACEID, will act as the host institution for work in Indonesia, and subject to agreement of Government of Malaysia, the Educational Planning and Research Division (EPRD), another Associated Centre of ACEID, will act as the host institution in Malaysia.

The host institution in Jakarta has already started planning for the course and designated a local faculty for this purpose. In consultation with this institution, two resource persons will be engaged as faculty members by Unesco. For better co-ordination of work in Indonesia and Malaysia, one educator from each country will serve on the faculty in the other country.

Post-training Course Follow-up: This will be organized by National Development Groups on the return of the participants to their home countries. The design for this phase will be established jointly by the participants and the faculty, during the training course in Indonesia.

Case-Studies on Management of Innovation

Case-studies will be prepared by national scholars or institutions. The innovations involving the entire educational system or a part of the educational system, rather than individual institutions, will receive priority. Preliminary discussions have been held with several prospective authors and chairmen of National Development Groups.

The purpose of a case-study is, inter alia, to provide a means for self-evaluation of the projects by the project staff; to promote better understanding of the forces underlying the projects; to supplement instructional materials for sub-regional and national training courses to be organized in 1976 and afterwards; and to be fed into the information system.

The responsible scholars will focus attention on the characteristics of innovation typologies and management implications. No particular design for making the case-studies is intended to be followed since a semi-structured or an open inquiry would be more appropriate for explorations in this field.

Operational survey of problems and practices

Under this project, the Member States will select a number of innovative problems and practices and make a comprehensive survey with a view to identifying problems and solutions, processes of management, and elements for emulation by others. The project envisages formation of national teams of researchers, training of the researchers, desk research, conducting preliminary surveys through questionnaires and interviews, case studies, and cross section studies.

Mobile training teams for country-level training courses

ACEID will help the countries to assume responsibility in organizing and running in-country courses. In the approved work plans of APEID, the sub-regional courses were intended for teachers of the institutions for management training whereas the mobile training teams were to be established for equipping personnel at different levels of education with management skills. As redesigned, the sub-regional training courses will initiate the process of training of personnel at different levels of education, and in other agencies concerned with educational innovation. There would, therefore, be overlap between regional and national level training, with a pronounced emphasis on self-reliance among the national groups.

Linkages with other programmes

1) Management area in APEID is primarily to serve as a service to other programme areas. Integration of projects in this area with those in other

areas is therefore particularly important. The Technical Working Group recommended that the management aspect should be included in all case-studies included in other programme areas.

The projects under APEID which by their very nature involve a built-in component of management of innovation are: (a) Diffusion of Innovation in Curriculum Development - Project No. CD/2, and (b) Operational Study of Unused and Under-Utilized Resources of Education - Project No. NOS/4.

The management component would need also to be built into other programme areas, such as a unit on the management of educational innovation in the training package for curriculum development personnel and in the study on teachers competencies for teaching science.

ii) National inventories of educational innovation are being prepared by 14 participating Member States. Innovations in organization and management will be included in these inventories. The design of inventory, supplied by ACEID to the Member States in this connection, entails coverage of significant organizational and management aspects of all the projects.

iii) As a part of ACEID project for preparation of audio-visual packages, it is proposed to prepare one on the process of innovation, which would be useful in training courses on the management of innovation.

3. REVIEW OF WORK PLANS

The review of work plans, in co-operation with National Development Groups, Associated Centres, other institutions and Technical Working Groups, is a continuing activity.

Some of the significant changes in work plans and activities made as a result of activities in Section 2 above, are as under:

Scope

The training programme as approved by the Regional Experts Meeting (25 February - 4 March 1974) covers educational management and management of educational innovations. Training courses are being conducted by the Educational Planning and Facilities Unit of the Regional Office, which follow the pattern as indicated in the work plans of APEID. The area of Educational Management under APEID is conceived as a service function to other programme areas which all relate to innovations in education, and the training programme is planned to focus on management of innovations.

Modalities of operation

The Technical Working Group Meeting in New Delhi recommended that instead of providing materials for use by the Member States during the pre-course phase, as was envisaged in the work plan prepared by the Programme Development Meeting (November 1973), groups be organized within Member States to generate information, to search out for local expertise and use them

for learning appropriate skills, to undertake group work for review and redesigning of the projects. This modality would be more consistent with the approach of APEID and more productive in realizing its objectives. The proposed modality would be interdisciplinary in character, and also involve, in joint exercises, all types of agents of change, including policy-makers, innovation designers, administrators and other implementors.

New roles for Associated Centres and National Development Groups

The National Development Groups and Associated Centres are to play significant new roles in this programme area. Increasingly, they would be involved in stimulating innovations and in preparing groups and institutions to design, implement and redesign projects.

Designs for Case-Studies and Field Operational Surveys

The approved work plans of two projects, one relating to case-studies and the other to field operational surveys, envisaged that designs for these be established by ACEID and the Technical Working Group, respectively. The Technical Working Group Meeting observed that the design should not be prepared for the case-studies, arguing that a design would have constraining effects on the investigation, that every process of preparing designs has the tendency to presuppose a particular model of management, even though management approaches vary according to types of innovations.

Stress on Participatory Group Work in Identifying Learning Resources and Self-Initiated Study

In all the phases of the regional training programmes, the trainees will in fact be engaged in analysis of problems, searching of materials and intellectual resources, learning of appropriate skills, designing and reviewing of projects and exchanging of experiences and ideas with colleagues. Similarly, in making case-studies, emphasis is on the use of sociological and anthropological techniques, rather than undertaking cognitive studies.